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ABSTRACT

Intended for parents and teachers of hearing impaired and visually handicapped children, the booklet provides information on skill areas, symptoms or behaviors indicative of dysfunction, and developmental and remedial suggestions in the areas of auditory and visual processes. Suggestions, strategies, and learning activities are offered for the following areas: auditory acuity, auditory perception, auditory discrimination, auditory figure ground discrimination, auditory memory and sequencing, auditory-vocal association, auditory closure abilities, visual acuity, visual perception, visual reception, visual association, visual closure, visual discrimination, visual memory and sequencing, and self esteem (SBH)

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DEVELOPMENTAL AND REMEDIAL STRATEGIES

FOR

FACILITATING STUDENTS' ACADEMIC AND PERSONAL GROWTH

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AUDITORY PROCESSES:

DEFICITS AND TRAINING SUGGESTIONS

AUDITORY ACUITY

Adequate auditory functioning is an ability basic to successful communication and learning. Normal auditory acuity is prerequisite to auditory perceptual skill development. Diagnosis of hearing impairment requires specialized knowledge and instrumentation which necessitates referral to professionals outside the classroom. However, the classroom teacher is in an excellent position to make crucial observations and judgements which might result in referral for audiological testing.

Symptoms Suggestive of Hearing Impairment

I. Perception and Comprehension of Sound
- general indifference to sound
- lack of response to spoken word
- response to noise as opposed to speech
- tilting head to one side when listening
- excessive attention to vibratory stimuli

II. Speech Production
- voice too soft or too loud
- monotone or inappropriate pitch levels
- severe articulation deficits, particularly speech which sounds slurred or indistinct
- lessened laughter
- non-speech vocalizing which appears to be self-rewarding
- delayed speech and language
- use of non-verbal behaviors such as yelling, facial grimaces and bodily gestures to convey needs and emotions
- obviously different phrasing, rhythm or voice quality

III, Visual Attention and Comprehension
- excessive visual attentiveness
- marked imitative behaviors, cueing on peer and teacher actions

IV. History and Physical Status
- chronic colds, ear infections
- drainage or crusting of ears
- severe illness accompanied by high fever
- frequent complaints of dizziness or ringing in ears
- frequent head-shaking or touching of ears

V. Social Behavior
- lack of participation or enjoyment of auditory/vocal games and activities
- preoccupation with objects rather than people
- confused or frustrated facial expressions during auditory activities
- suspicious alertness, alternating with co-operation
- marked response to praise and affection

VI. Emotional Behavior
- tantrums to call attention to self or need
- negative behaviors in response to lack of comprehension - tantrums, resistance
- irritability when misunderstood, excessive frustration when asked to repeat messages
- excessive restlessness
- reliance on physical contact - such as touching, hitting, or tugging - rather than verbal contact

Suggestions for Teachers and Parents of the Hearing Impaired Child

1. Continue talking to the child as though he had normal hearing. Avoid the tendency to stop talking to the auditorially-handicapped child.
2. Do not expect the child to consistently reply to you.
3. Do not expect the child to repeat words after they are spoken by others. This must come voluntarily as it does with normal-hearing children.
4. Respond as often as possible when the child speaks to you.
5. Encourage child's visual attention to speaker's face and gestures.
6. Be sure that speaker's face has adequate lighting when addressing child. Light should not shine in child's eyes.
7. Attempt to show child what is being talked about, either by holding up the object or a picture of it. Pictures should be simple and life-like, with clear outlines. Avoid fantastic pictures or cartoons.
8. Speak to the child in simple, grammatically correct, complete sentences. Repeat the same sentence at a definite time of day or in a certain place. Sentences such as, "This is your coat. Put on your coat", are helpful.
9. Teach the child rhythms by dancing to music or by waving the hands in time with the music.
10. As much as possible, try to keep speaker's face level with that of the child.
11. Speak naturally. Neither drawl, whisper nor exaggerate lip movements.
12. Avoid excessive gesturing when talking. Child may become inattentive to oral movements if distracted.

AUDITORY PERCEPTION

The efficient functioning of the auditory modality is essential to a person's ability to acquire and process information coming to him from his environment. The act of attending to and gaining meaning from environmental stimuli comprises the process of learning. Man gains knowledge through all five senses; however, the senses of seeing and listening are the two most important gateways to the mind. While it is difficult to separate auditory behaviors from other developmental aspects such as visual perception, motor skills, emotional and intellectual status, it is necessary to do so in order to assure that each person will acquire a basic level of competency in the auditory processing skills. The degree to which a person is able to respond to, organize, and gain meaning from auditory stimuli has a profound effect upon his functioning in the everyday world as well as in the academic environment.

Auditory perception, also referred to as auditory reception and auditory decoding, in the broadest sense can be most simply defined as "effective listening". The term "auding" is preferable to some as a description of listening which involves comprehension and appreciation. Listening is the first and most basic aspect of communication and is the most abused of the communicative skills.

Good listening begins in the home. Initial listening habits are instilled by the parents, but listening is a group of skills, dependent upon training, which can be taught and sequentially developed like any other.

Auditory or listening training is probably more necessary for school children now than ever before. Most children in our fast-paced world are bombarded by sound constantly, finding few quiet times or places. Many children, unable to organize and process the profusion of stimuli, defend themselves against it by "tuning out" and becoming increasingly unaware of auditory stimuli. The utilization of this defensive measure is one reason for the development of poor listening habits. Lack of interest, poor concentration or poor health are other contributing factors. Many such children require training designed to help them listen selectively and meaningfully to auditory information of interest and import.

AUDITORY PERCEPTION: EFFECTIVE LISTENING OR AUDING

Listening skills require the learner to have a readiness for accomplishment. This includes his mental maturity, his vocabulary and concept knowledge, his ability to follow a sequence of ideas, and his general interest in language. Continuous, simultaneous work to develop vocabulary knowledge and language concepts is necessary for success in listening training and auditory perception.

Begin instruction in listening by:

1. Setting the example - be a good listener, thereby modeling good listening skills.
2. Establishing standards through discussions which lead children to conclude that a good listener is polite, gets the facts, listens thoughtfully, listens for a reason, and makes intelligent use of what he hears.
3. Making listening activities pleasurable, non-threatening activities.
4. Assuring that listening activities involve interaction between the children and the teacher, and are not confined to the children listening <u>to</u> the teacher.

SYMPTOMS OR BEHAVIORS INDICATIVE OF DYSFUNCTIONAL AUDITORY PERCEPTUAL SKILLS

1. Is unable to attend to appropriate auditory stimuli or to screen out distractions.
2. Has limited ability to concentrate or to sustain effort.
3. Tends to exhibit greater motor activity than the peer group.
4. Displays inconsistencies and variabilities in ability and performance.
5. Appears to be disorganized and somewhat impulsive.
6. Has difficulty detecting the direction of a sound.
7. Has difficulty associating sounds with the object producing it or a voice with a particular person.
8. Displays a limited receptive and/or expressive vocabulary.
9. Is unable to follow simple verbal instructions, asks for frequent repetitions.
10. Prefers watching television to listening to records or stories read aloud.
11. Has difficulty attaching meaning to words, especially abstract or multiple meaning words.
12. Exhibits little comprehension gained from group discussions, even though able to repeat what was said.
13. Makes inappropriate responses to oral questions or presentations.

COMPENSATORY SUGGESTIONS

1. Whenever possible, use simple sentences or one-concept phrases.
2. Ask short, direct questions.
3. Provide visual clues such as gesturing or dramatizing to illustrate oral presentations.
4. Use visual aids whenever possible.
5. When giving directions for a worksheet, be sure that the child has the paper before him so that he sees it while listening.
6. Provide a copy, or have the student make a copy, of the morning's assignments.
7. Be sure to obtain the attention of the auditorily deficit child before beginning oral instructions or discussions. Call his name, touch his shoulder, clap hands or use any device which will gain his attention. It may be necessary to stand in front of this child and have frequent eye contact in order to help sustain his attention.
8. A student helper can be assigned as a partner to the deficit child in order to review with him the instructions or content of an oral lecture or discussion.
9. Try to limit auditory distractions by using preferential seating (away from open doors and windows).
10. Illustrate new vocabulary or terminology in all subject-matter areas throughout the day. Show an object or picture, and demonstrate the use of tools or techniques to enable the child to attach meaning to the new words.
11. Encourage children to ask questions in order to help clarify confusing concepts or to obtain the needed repetitions. Feeling free to question and receive answers increases their involvement and active participation, thereby enabling them to gradually improve their attention to and comprehension of oral presentations.
12. Include group or individual experience stories in the child's reading program.
13. The auditory environment should be structured as much as possible. Until a child is capable of coping with a profusion of sounds, he should not be placed in an overwhelming auditory world which interferes with learning.
14. Alternate auditory and non-auditory activities in order to avoid fatigue and frustration.

EFFECTIVE CHECKLIST FOR TEACHERS ON TEACHING LISTENING

1. Do I provide a classroom environment (emotional and physical) that encourages good listening?
   a. Do I provide a friendly, relaxed atmosphere within which students feel free to participate?
   b. Do I try to assure that each student is comfortably seated so that he can see and hear?
   c. Do I eliminate extraneous sounds and activities from without and within the classroom in so far as it is possible to do so?
2. Am I a good listener?
   a. Do I really listen to and offer opportunities for my students to engage in conversation with me?
   b. Do I listen to my students in order to detect their interests and needs?
3. Do I use the proper tone, pitch, volume, and speed in my own speaking?
4. Do I provide a variety of listening experiences (films, discussions, debates, reports, literary passages) which are of interest to the students?
5. Am I aware of opportunities for teaching listening throughout the day?
6. Do I establish with the pupils the purpose for which they should listen to each activity?
7. Do I help children see the importance and value of being a good listener?
8. Do I provide a consistent program of listening skill development?
9. Do I observe my children's faces and reactions during listening activities as a guide in determining the effectiveness of the activity as well as the abilities of the children?
10. Am I aware of children who experience particular difficulties in listening and do I attempt to help them compensate for and overcome this problem?

Portions of the checklist above were taken from Burns and Lowe (1966), pp. 66-67.

DEVELOPMENTAL AND REMEDIAL SUGGESTIONS

I. Listening Activities

A. Identifying and Localizing Sounds
   1. Take a "listening walk" around the building. Discuss and identify sounds heard.
   2. In the classroom, have the children close their eyes for a short time. See how many different sounds can be identified.
   3. With eyes closed, have students try to identify sounds made by the teacher, such as paper tearing, pencil tapping, coughing, etc.
   4. Make a tape of various environmental sounds for use at the listening center. Worksheets with matching pictures or words can be prepared for independent use. (Commercial materials are available. See Instructional Materials.)

5. Teach a child to recognize a specific sound or word and a response to be made when that sound is heard. For example, ask him to raise his hand when a bell or rap is heard. Then present the designated sound along with others for his identification.
6. Make a game of learning to identify classmates by their voices or footsteps.
7. Help children learn to detect meaning from the emotional tones used. For example, illustrate the various meanings implied by the way in which a name is called. The emphasis given can denote (1) a desire for attention, (2) alarm or warning, (3) anger, or (4) exasperation.
8. Provide opportunities for students to locate the sound or tell the direction from which a particular sound comes. For example, did someone knock on the front door or the back?
9. Have a child close his eyes. Walk around him, calling his name from various positions. Have him point in the direction from which he hears his name.
10. Play a game of "Tag" with one child blindfolded in the center of a circle. Another child is secretly selected to be chased. This child chooses a sound to make, and moves around the circle, emitting the chosen sound. The blindfolded child attempts to catch the child by following the sound. As skill increases, competing auditory stimuli can be introduced by having several children in the circle make other sounds.
11. Many other games can be devised. "Sound Hunt" is typical. One child turns his back while another is given some sound-making device such as a bell or clicker. All children pretend to hide and operate the device behind their backs. The chosen child must try to find the one who actually has the object.

B. Promoting Auditory Awareness and Attention
1. Use games which require attention to an auditory stimulus for successful participation, such as "Musical Chairs", "Fruit Basket Turn Over", or "Mother May I?"
2. Use outside games involving large muscle activity. For example, have children change direction or type of movement upon hearing a specified auditory signal. They could run in one direction until the whistle blows, then turn and run in the opposite direction until two whistles are heard. A sequence of movements can be coordinated with sounds, e.g., one whistle means hop on right foot. Two whistles means hop on left foot. Three whistles means stop-feet together.
3. Use music and rhythms to teach recognition of pitch, tempo and mood. Use rhythms which suggest movement along continuums; e.g., fast-slow, heavy-light, high-low, happy-sad. Aid children in making an appropriate motor response.
4. Rhymes or verses can be read aloud in strong rhythmic beats. Children respond by hopping, skipping, etc., or by imitating the beats using wood blocks or sticks. The rhythm of children's names can be "clapped out".
5. Simple folk and square dances and commercially prepared action-records can be highly usefeul and motivating.

6. Enjoy interesting stories together.
7. Take advantage of the built-in motivation that comes with electronic equipment by using frequently those which are available. Children love to operate the radio, tape recorder, record player, headsets, language master, and musical instruments.

C. Developing Understanding of Words and Speech.
1. Teach nouns, then action verbs, then adjectives, adverbs, prepositions.
   a. Say an object word. Have the student find the object or a picture of it.
   b. Say an action word. Have the child perform the action or find or draw a picture portraying the action.
   c. Teach descriptive words by having child describe an object or a picture.
2. Discuss words that tell color, size, shape or elicit an emotional reaction.
3. Use tangible reinforcers and social approval for appropriate verbal responses.
4. Use synonyms to expand verbal concepts.
5. Use words in different contexts to illustrate their multiple meanings. For example: "Way" can refer to distance, direction, or method.
6. Provide practice in answering "yes", "no" or "maybe" to simple questions. "Can a house walk?" "Is a trunk heavy?"
   a. Eventually require the student to answer the questions with a complete sentence.
   b. A more advanced form of this exercise is to have the child answer the question and then tell why it is correct or incorrect.
7. Use a series of pictured objects. As the teacher describes the object, the student points out the correct picture and names it. The student can also do the describing for others.
8. Read a story wherein familiar animals or sound-making objects are repeatedly found. Assign each child an animal or an object (boat, telephone, door bell, motorcycle). When the name of the object or animal is mentioned in the story, the child makes the appropriate noise.
9. Play, "Who? What? Where? When?" Read phrases and have children tell what kind of phrase it is according to the four headings.
   a. last evening
   b. at school
   c. the yellow car
   d. Mrs. Ray
10. Read a description of a scene or an event to the children. Discuss the nouns, adjectives, action verbs, prepositions used in the story. Then have the children draw the scene.
11. Listen to songs and have children tell the story contained in the song.
12. Read simple rhymes, omitting the last word in a line and have the student supply it. "A bumblebee sat in a big oak _____."
13. Play word games. "I am thinking of a word that tells how you feel when you are hurt." Have the children provide as many words as possible for each statement.

14. Present words to be learned repeatedly, until internalized by the child, but present them in a variety of contexts and settings to avoid meaningless drill.
    a. Use a language master or tape recorder.
    b. Use words in conversation.
    c. Use matching or drawing activities.
    d. Use words in stories and word games.
    e. Use the words in writing and spelling activities.
    f. Have the child keep a picture-word file or make a picture dictionary to which he makes daily contributions.
15. In all word learning or vocabulary extending exercises, begin with familiar words and progress from those easily depicted by concrete objects or pictorial representation to more abstract words such as love, good, grief, etc.
16. The SRA reading lab offers a number of listening skill exercises.

D. As children progress they can be led to listen critically:
    1. To determine whether the intent of the author or speaker was:
        a. to amuse
        b. to entertain
        c. to inform
        d. to make a social protest
        e. to espouse a cause
        f. to analyze a situation or event
        g. to stimulate
        h. to ridicule
    2. To evaluate the passage, speech, or lecture in terms of:
        a. its aesthetic value
        b. its entertainment value
        c. the significance of its social, moral, or political statement
        d. its accuracy and completeness
        e. the use of innuendo or its emotional import
        f. distinguishing between fact and opinion
        g. its relation to the student's previous experiences

II. Understanding Stories Read Orally

A. Choose passages or stories which correspond in length and interest to the level and ability of the children.
B. State purposes for listening prior to the reading.
C. When possible, read aloud to a small group of children so that each child can enjoy a sense of participation.
D. A sample hierarchy of listening skills is suggested here.
    1. Listen to answer a specific detail question. "What did Mother make?" "What was the first thing seen by the explorers on the island?"
    2. Listen for descriptive words such as round, red, enormous.
    3. Listen for action words, e.g., ran, barked, searched, etc.
    4. Listen for words or phrases which tell how the characters felt; e.g., worried, free as the wind, harrassed.
    5. Recall events in the story.
    6. Order the events in the sequence in which they happened.

7. Listen for the main idea, in a single paragraph and of the entire story.
8. Read to a crucial point in the story, stop and ask the children to predict what will or could happen next.
9. Read part of a story and have a child supply the ending.
10. Read the entire story, and let several children offer different endings.
11. Guide the children in being able to draw inferences from facts presented. "The story did not tell us that Billy fell in the lake, but what did we read that makes us think that he did?" The children might respond with such things as, "There was a lake in the park." "Billy was walking along the slippery rocks at the edge." "When next seen, he was soaking wet."
12. Children can gradually be asked to listen for more than one purpose or to answer a variety of questions which were not stated before the reading began.
13. The student can retell the story in his own words.

E. Other Activities for Increasing Comprehension of Stories Read Aloud.
1. Read a story aloud, substituting words which change the meaning or make it silly. Ask the student to raise his hand each time he hears a "mistake" or something "silly".
2. While a familiar story is read, have a student pantomime the action.
3. Read a story or play a record and have children draw pictures to illustrate some aspect of the story:
   a. Main characters
   b. Major events
   c. The setting
   d. The mood or emotional tone
4. Have children make up their own stories to be told or read to others.
5. Aid children in learning to use context clues by pausing in the reading of a story and having a child supply the next word or phrase.
6. Provide a visual cue or picture which illustrates a portion of a story. Read several sentences and have the student select the one which goes best with the picture.
7. Present a series of pictures which illustrate main events of a story. After reading the story, have the children arrange the pictures in the correct sequence.
8. Read a poem or short story and have the child suggest an appropriate title.
9. Ask the student to decide whether a story or various sentences were "real" or "make believe".

III. Understanding and Following Verbal Directions

A. It is usually best to begin with oral directions which require a motoric or physical response.
1. Variations of hopscotch can be used.
   a. Carpet squares in various colors are used with the child directed to hop to red, hop to brown, etc.
   b. Numbered squares can be used. Tell children to hop to #6, to #8, etc., or to hop to the number that is the sum of 3 + 3.

c. Letters and words can also be utilized with varying degrees of sophistication.
   (1) "Hop to b."
   (2) "Hop to t, then to m, and stop on s."
   (3) "Hop to the letter with which cat begins."
   (4) "Hop to d, and tell me a word that begins with d."
   (5) "Hop to that."
   (6) "Hop to a word which tells the sound that a duck makes."

2. Give directions for specific actions the child is to take. Begin with one and gradually increase the number.
   a. "Put your paper on my desk."
   b. "Go to the chalkboard. Pick up the chalk. Write your name on the chalkboard."
   c. The meaning of prepositions, directional and quantitative terms can be taught in this manner.
      (1) "Crawl under the table."
      (2) "Come and sit in the chair on my right."
      (3) "Put the biggest blocks on the lowest shelf."

3. Games, action plays and records are useful.
   a. Simon Says is a game in which only the commands preceded by "Simon Says" are to be obeyed. This game's complexity can be increased by giving two or three commands at once or by including directional terms.
   b. Birds Fly - similar to Simon Says. Leader names animals stating that each flys and imitates flying motions. The players are to make the flying motion only if the animal named really does fly.
   c. I Say Stoop - also similar to Simon Says. The leader gives oral commands which are to be followed regardless of the actions he performs.
   d. Action songs and records such as Hokey Pokey, and Dance-A-Story are valuable and enjoyable.

B. Give verbal directions for drawing activities. The number and complexity of the directions depends upon the level of the students.
   1. Draw a house. Put a door and two windows in the house. Make some flowers beside the house.
   2. Utilize mimeographed worksheets or workbook pages used for other purposes for following directions.
      a. Put an X on the cat, and draw a line under the can.
      b. Draw a circle around the second word in the fourth line.
   3. A more complex activity uses squared paper.
      a. Designate and mark a starting point.
      b. Move to the right 3 spaces. Go up, 2 spaces, etc. Continue until they have completed a previously worked out design, animal picture, etc.
      c. Be sure that the child understands the required number and directional concepts before undertaking this exercise.

C. Give directions for writing activities.

1. "Write the first letter in your first name and the third letter in your last name."
2. Provide practice in writing familiar words and sentences from dictation.
3. In these activities work toward the goal of dictating the directions, words, or sentences only one time.

IV. Understanding Verbal Descriptions

A. Riddles are highly useful and motivating.
   1. Ask the child to identify an object being described.
   2. Allow a child to pose a riddle for the group.
   3. It may be necessary, initially, to limit the secret object to those which can be seen in the room.
   4. Pictures of objects can be used. The picture is described, then shown after it is correctly identified.
   5. Eventually, all limitations on choice of item can be removed so that any object, word, character or place can be used in the game.
   6. This activity can be executed in games such as "I Spy", or "I Am Thinking of Something..."

B. As skill in understanding verbal descriptions increases, a description can be given one clue at a time. The child can make a guess after each clue, with the object being to guess correctly with as few clues as possible.

C. Categorizing can also be used.
   1. "Which two belong together - cabin, tent, car?"
   2. Discuss why answers are correct or incorrect as necessary.

D. Guessing games can also be used to reinforce and review information from math, social studies, science, etc.
   1. "I am an 'odd' number. I contain three 7's. I come between 20 and 22."
   2. Have children identify family members, occupations, etc., by describing the role or duties of each.
   3. Ask each child to bring from home an object beginning with the designated "letter of the day". The object is placed in a paper bag or held behind the child while he describes its appearance and function. Others try to identify the object. These words can be used to start a dictionary page for each letter.

E. Present a series of pictures, one of which is orally described. The child sees how quickly he can correctly identify the picture being described.

F. Children who can read and write enjoy playing "Who Is It?". Each child writes a paragraph about himself describing his appearance, personality, interests and special abilities. He does not put his name on it. The papers are collected, shuffled, and re-distributed randomly by the teacher. Each child then reads aloud the paper given him and has one chance to identify the author. If he cannot, others may guess. This can be played in teams with a point awarded for each correct answer. Another variation would be for the teacher to assign each student the name of another student for whom he would write a descriptive paragraph.

V. Detecting Absurdities - Identifying Nonsense

A. Children are asked to listen for "mistakes" by the teacher. The child corrects the teacher by saying the entire sentence accurately.

1. Elsie has green hair.
2. Today is Striday.
3. We wear shoes on our hands.

B. Read a paragraph or short story which contains conflicting or contradictory information. Children listen in order to find the inaccuracy: "Susan was given a kitten for her birthday. Somehow the kitten got out of the house. Susan did not know he was missing until she heard him barking at the back door."

C. More subtle elements of nonsense or illogical thinking can be presented in sentence form, such as:
1. I like to eat soup with a fork because it's faster.
2. It was very dark one day because the sun was shining brightly.

AUDITORY DISCRIMINATION

Auditory discrimination is the ability to distinguish similarities and differences in sounds of a language. It is evident that this skill is essential to successful achievement in reading. If a child cannot "hear" sounds correctly, he normally cannot learn to speak them correctly. The most basic discrimination ability is the ability to differentiate the presence of sound from the absence of sound. The child must develop an awareness of sounds. He must become aware of gross sounds, finer sounds and speech sounds. He must discriminate environmental sounds and qualities of the voice that reflect emotions. He must learn that persons and/or objects make sounds even when they cannot be seen and that the sound source can be identified even when it is not visible.

Activities used to develop auditory discrimination involve accurate listening and attention to sound; listening for likenesses and differences in sounds and the spoken word; recognizing specific sounds; identifying sources of sounds; becoming aware of rhyming patterns in spoken words; comparing sounds in pitch, loudness, direction and distance; discriminating the phonetic elements that make up a word and realizing that words that sound alike frequently look alike.

Poor auditory discrimination skills may be the result of living in impoverished environments where loud background noises interfere with the ability of the child to distinguish speech sounds. The limitation of verbal stimuli found in these homes adds to the auditory deficiencies.

I. Symptoms or Behaviors Indicative of Dysfunction

- A. Cannot identify and supply words that rhyme with other words.
- B. The child speaks in a monotone or with an unnatural pitch.
- C. Cannot identify sound effects accurately.
- D. Cannot distinguish speech sounds in words.
- E. Cannot learn the sounds of letters.
- F. Cannot consistently differentiate between words sounding similar, such as map, nap.
- G. Appears to have special difficulty with sounds of f, v, s, z, sh, th, t, d, p, g, k and h.
- H. May have an articulation problem or may misuse "small words".
- I. May be seen watching the speaker's mouth in order to read lips.

II. Compensatory Suggestions

- A. During regular class activities the child should be seated in a central position, near the front of the room where he can maintain eye contact with the teacher.
- B. The educational setting should consist of a quiet area that is as free as possible of both visual and auditory distractions.

III. Teaching Strategies

Training should begin with the development of awareness of sounds and proceed to the more complex. Drill a child only on the aspects that he has not mastered. Some of these exercises are appropriate only after a child has begun to read.

Initially, when teaching the child to be aware of sounds, he is taught to respond motorically.

A. Raises his hand, sits down or puts a peg in a board when a specified sound is heard.
B. The child matches stepbells or piano notes by raising his hands high when high notes are heard and lowering them when low notes are heard.
C. Show the child objects to be used such as a pencil sharpener, paper for tearing or chalk for writing on chalkboard. Then, the teacher or another child operates or uses one while the child has his eyes covered and he guesses which was used. Teach discrimination of everyday sounds such as tapping, stamping feet, closing door, tearing paper, dropping objects.
D. Teach contrasting sounds in a child's environment by walking in a noisy fashion, then tiptoe, talk in a loud or fast voice then in a slow soft voice. Have the child duplicate or describe as loud, soft, slow, fast, etc.
E. The tape recorder can be used to good advantage. Record various class activities, such as clapping hands softly or dropping objects in a jar. Then, have the child identify or reproduce the sounds. Record animal sounds and various environmental sounds, have the child identify each sound.
F. Tap simple rhythms and have the child repeat.
G. The teacher stands behind the child and bounces a ball a specific number of times, snaps his fingers or makes patterns using sand blocks. Then, have the child reproduce the sounds.
H. Ask the children to listen for environmental sounds during relaxation time when their eyes are closed. After a specific period have the children relate and discuss what they heard; e.g., door opened or closed, scraping of chair, crumpling paper, etc.
I. Play children's records which contain a variety of sounds such as bells, animals, trains and have the children identify the sounds. (Auditory Training Familiar Sounds is a good source.)
J. The teacher hides a ticking clock. The children must find it by the ticking sound only.
K. The teacher says a series of sentences. The children are to act out the one that is different. "Touch your head. Touch your head. Shake your head. Touch your head."
L. Sound Detection Game. The children form a circle. "It" in the middle is blindfolded. He points to any child who is supposed to make the sound of an animal. "It" has to guess who is making the sound and what it represents.
M. Play a game of musical chairs. Make the volume softer and softer. The children will have to attend more selectively as the pressure and noise of the game increases.
N. Prepare a set of cards with pictures of animals, vehicles that make sounds, etc. The cards are placed face down. Divide the class into teams. A child from one team selects a card and, without exposing the card to his team members, makes the sound associated with the object. If his team members can guess the object, they get the point and keep the card. At the end of the cards, the team with the most cards win.
O. Give each child a green card and a red card. Pronounce a list of pairs of words for discrimination. Have the children hold up the green card - when the two words are the same and the red card if the words are different. Holding up colored cards instead of raising hands or standing minimizes the ease which children can get answers from other children.

P. Teach recognition of rhyming words. Explain the meaning of rhyme and illustrate it by providing words that actually rhyme such as hat, bat, fat.

1. Read nursery rhymes to the younger child, have him repeat them.
2. Teach two line couplets - have the child supply the last word.*
3. Have the child think of all the words he can think of that rhyme, with a specified word; e.g., red, ball, look, bat.
4. Have the child name all the things he can think of that start with a different sound, but that end with the sound provided which will be rhyming words; e.g., The teacher says "at" and the child responds with "bat", "fat", "sat", "cat", etc.
5. The teacher says a word and the child must say a word that rhymes with it.
6. Create rhyming sentences such as "Look at the book." "I saw Bill on the hill."
7. Later create the base for a rhyming sentence and have the child respond orally; e.g., "I put the jar in the _____."
8. For motivation, tie in rhymes with a holiday, weather on a rainy day, etc. See how many words a child can name that rhymes with "rain" or "wet", or near Easter see how many words he can name that rhymes with "bunny", "hop".
9. A variation of utilizing children's nursery stories is to modify (some greatly, some slightly) some of the rhyming words; e.g., "Jack and Jill went up the street" or "Jack and Jill went up the hall." Have the child identify the error.
10. Riddle Riddle Rhyme Time provides opportunities for rhyming words as well as consonant substitutions.
11. Have children face away from the teacher. She says three words, two of which rhyme, all rhyme or none rhyme and asks children to repeat rhyming words.
12. A variation of #11 is to give the child two words. If they rhyme he claps, if not he puts his thumbs down.
13. Prepare groups of pictures whose words rhyme; e.g., cake, rake, snake. Shuffle and have the child place them in "rhyming piles".
14. Lines of verses are printed on separate strips. The child picks out all lines ending in the same sound, assembles the poem and reads it.
15. On a list of rhyming words, ask the child to circle the parts of the words that are alike. This emphasizes that rhyming words have parts that are said and spelled in a similar manner.

Q. Word discrimination - say three words, with two having the same beginning sound, all having the same beginning sound or none having the beginning sound. Ask the child to say the words having the same beginning sound.

R. Say two or more words. The child raises his hand when he hears a word beginning with a designated sound.

S. Same as above but he raises his hand when the word does not begin with the designated sound.

*Two line couplets are included in the section entitled "Supplementary Activities".

T. Put a variety of objects on a table, the names of which contain sounds being studied by the child. Say the sound, m, for example. Give the child 30 seconds to find an object on the table which begins with the designated sound. After he has found the object he must repeat the sound given, then name the object. The same can be done with ending sounds and finally medial sounds.

U. Use cards with symbols and pictures to help teach sounds. Have the child listen for a sound and then select a picture which represents the sound. (This is also good for auditory-visual association.)

V. Say three words to the child, two of which are alike. Have the child select the two that begin the same way and then name other objects in the room with the same sound.

W. Prepare sets of cards with pictures of objects. Select one of the pictures (e.g., a picture of a duck) and have the child stack the other cards in two piles according to those whose words start with the same sound and those whose words do not start with the same sound.

X. Using paired pictures, have the child indicate which of the pairs have pictures that start with the same sound.

Y. In a picture from a magazine or workbook containing numerous objects, the child is asked to name the objects which begin with sounds the teacher selects.

Z. Give the child a large piece of paper with a letter drawn at the top. Have the child cut and paste all pictures from magazines that begin with the sound that the letter represents. These pages may be saved and made into a "sound" workbook.

AA. Another interesting way to combine auditory discrimination with sound-symbol association practice is for the teacher to display a large picture and have the child to say the name of each object silently, think about the first sound in the word and decide which letters make the sounds. After the child responds, the teacher puts the appropriate letter on the object.

BB. Provide the child pages with numerous small pictures, numbered and placed in groups and have the child indicate which picture or pictures in that group begin with that sound.

CC. Group the class in a circle and give each child a picture. When a sound is designated, those whose pictures have names with the designated sound stand. Each child standing tells the name of his picture and, perhaps, names objects in the room with the same sound.

DD. Say a sentence in which the same sound occurs more than once in the initial (or final) position and ask the pupil to identify this sound; e.g., "Paul has a pet," or "Paul mops the mat".

EE. Give each child in the room one or more cards with letters on them. Pronounce a list of words and have the children hold their letter(s) up when they hear a sound made by their letter(s).

FF. Bingo Auditory Discrimination. Make a bingo card with letter symbols of the sounds being studied printed in squares on the tagboard. The teacher holds up a flash card and calls on a child to give the sound. Each child locates the letter on his card and places a marker on it. The sound may be in the initial, final or medial position, or vowel sounds may be used.

GG. The above training emphasizes beginning consonant sounds. When the child is able to recognize the difference in the initial sound, teach the discrimination of final sound, then have children recognize medial sounds. Finally, blend in all three positions and combine with short and long vowel sounds.

HH. For beginning, ending and medial sounds, an activity like the following may be helpful. Write lists of words in groups of two or more; e.g.,

boat	book	band (beginning sound)
over	chair	car (ending sound)
bird	dirt	burn (medial sound)

Pronounce the words slowly and ask the child if he hears anything that sounds the same. Have him say each word and emphasize the parts that are the same.

II. Train Game - A picture of a train is placed in front of the child with an engine, a freight car and a caboose. Point out the first, middle and last cars. The child is given the stimulus sound and asked to repeat it. He then designates, by pointing to the proper car, whether this sound comes in the initial, medial or final position in the words said by the teacher.

JJ. Dictate words to the children, saying each word twice. On paper have the child write, "the first sound","the long vowel you hear," "a rhyming word", "the beginning blend", etc.

KK. Have index cards prepared with letters, dipthongs, digraphs, blends, etc. When the child hears the sound, he holds up the index card with the appropriate sound.

LL. Have the child identify the difference between long and short vowels by stretching upward for long vowels and squatting down for short vowels as words are pronounced.

MM. Make a picture dictionary exemplifying all vowel sounds. Have the child find pictures containing the vowel sounds and paste them on the appropriate page of the book. Have long and short vowels on separate pages.

NN. Put some words on the board. The teacher gives one sound and asks the children to look around the classroom and name all the things in the room containing the designated sound. Vary the exercise to include sounds in initial, medial and final position, including consonant blends, digraphs and vowel sounds.

SUPPLEMENTARY ACTIVITIES

Rhyming Couplets

Up in the tree is little Paul,
My, I hope he doesn't fall.

At the store I bought a top,
Billy bought a bottle of pop.

The frisky rabbit goes hippety-hop,
It seems to me he just can't stop.

Oh, see the squealing little pig,
I'd love to see one do a jig.

I bought some candy at the store,
I ate it all and still want more.

The sky is now so blue and bright,
But it turns dark when day turns night.

In the summertime my rope I jump,
But once I fell and got a bump.

My frisky, fuzzy, furry cat,
Is sound asleep on the door mat.

Daddy washed and polished his car,
Now it twinkles like a star.

I can whirl and skip and hop,
But I like to run to the candy shop.

My top is humming a happy song,
It hums and hums the whole day long.

I like to dance in a merry ring,
The music makes we want to sing.

Pop! says the pop-corn in the pan,
Try to catch me if you can.

Nibble Nose is our pet goat,
He wears a soft and silky coat.

The kitty says, Mew, Mew,
I shall follow after you.

The clock on the wall runs all the day,
Ticking the minutes and seconds away.

I'm a jolly jumping Jack,
In a box of red and black.

At the party everyone
Had just loads and loads of fun.

Take the time to stop and look,
At the pictures in your book.

Such a pretty, pretty sight,
To watch the boys flying their kites.

We like to look up in the sky,
To watch the clouds as they go by.

We must not forget to say,
"Good morning, Mother" every day.

Because our cat drinks milk,
His fur is soft as silk.

We work hard all day
But after school we play.

Pitter, Patter down the street,
Came the sound of baby's feet.

Snick, snack pops the corn so white,
We'll have pop corn balls tonight.

Tippy, Tippy, don't run away,
You haven't had your bone today.

I like that great, big, pretty rose,
But not the bee that stung my nose.

The wind is frosty when it blows,
It nips my fingers and my toes.

Let's skip to the candy shop,
And buy a great big lolly pop.

Little cricket in the grass,
I can hear you as I pass.

When I grow up I want to wear,
An orange ribbon in my hair.

Jimmy, Jimmy, where are you,
With your coat of pretty blue?

Little Willie went to the store,
But he forgot what he went there for.

AUDITORY FIGURE GROUND DISCRIMINATION

Figure ground discrimination is the ability to organize the auditory environment so that part-whole relationships are perceived. The child may confuse figure, the part of the auditory environment that should be most clearly perceived and ground, the surrounding auditory background.

I. Symptoms or Behaviors Indicative of Dysfunction

A. A child may find it difficult to attend to speech.
B. He may appear to be distractable and hyperactive and, perhaps, disorganized.
C. He may not be able to focus his attention on his own work and may tend to interfere when the teacher is working with another child.
D. He may tend to react to the first recognizable element in his auditory environment or to every recognizable element, not perceiving the whole.
E. May experience difficulty coordinating experiences due to limited ability to organize incoming information.
F. Information may be faulty and concepts imprecise.
G. Behavior may appear confused or out of context.

II. Compensatory Suggestions

A. A place should be provided that is reasonably quiet where the child can get off by himself for parts of the day.
B. He should not be seated by the window or door.
C. Place the child in a part of the room where there are fewest children between the teacher and child; e.g., in the front row of seats.

III. Teaching Strategies

A. Have the child attend to and comprehend a target auditory stimulus such as a voice, while competing noises are presented.
B. Develop a tape including continuous background noise with intermittent vocalization. Have the child indicate by raising his hand, or standing whenever the voice is heard. Increase the difficulty by varying noise signal ratio, making the noise louder or the voice softer.
C. Have the child indicate by raising his hand when he hears a target word or words in a passage read to him.
D. The teacher should regulate the rate of input. Going slower makes a difference.
E. The use of tapes and listening centers are very important to the amelioration of auditory figure-ground deficits.

AUDITORY MEMORY AND SEQUENCING

Auditory memory ability is the ability to retain and recall general auditory information and the ability to retrieve that information from storage when needed. Auditory sequencing involves the number of patterns that can be recalled from oral stimulation. This includes immediate and delayed or long term memory of digits, words, sentences, events in a story, experiences, etc. Children who have a deficiency in short-term auditory memory may also have difficulty in imitation of words and sentences. Learning to talk depends in part on the ability of a child to imitate words and sentences in his environment. Failure in this area may produce a child who is delayed in talking. In training auditory memory it is advisable to use content that the child will use in his everyday life. It involves recalling a sequence or pattern of gross sounds; the sequenced events in stories; letters of words, the order of compound words or words in sentences; patterns of loudness and rhythm; speech sounds or a sequence of words by verbal or manual reproduction of the initiated pattern.

I. Symptoms or Behaviors Indicative of Dysfunction

- A. Has difficulty in carrying out oral directions.
- B. Seems unable to maintain interest or attention during orally presented lessons.
- C. May appear to daydream, have short attention span, be hyperactive.
- D. Cannot remember what he hears, especially details.
- E. Cannot remember songs or poems or simple nursery rhymes.
- F. May not know address or phone number.
- G. Inability to learn the days of the week or the months of the year.
- H. May exhibit immature speech habits.
- I. Reversals in reading and spelling may be evidenced.
- J. Often has difficulty in mispronunciations of words (emeny), of compound words (comeover), or phrases (where they are?).
- K. Has difficulty in analysis and synthesis of words.
- L. Cannot break words into syllables or into individual sounds.

II. Compensatory Suggestions

- A. Use content the child will use in his everyday life.
- B. Be very sure of the child's attention before beginning any exercise for remediation of faulty auditory memory.
- C. Attention to details in the pattern to be remembered can be accentuated by using motor clues (presented by the teacher for repetition by the child). Some examples of motor clues follow: tapping; clapping hands while varying the number of claps, tempo, rhythm or accent; cursory writing in the air.
- D. Use visual cues. Present visual cues momentarily along with the auditory stimulus, but immediately remove the visual aid.
- E. Encourage the child to inquire if he has forgotten or is unsure of any oral instructions.
- F. Encourage the child to integrate the sequence heard with a visual counterpart; for example, to visualize the objects letters, digits and words.

G. Teach the child to group elements of a sequence into larger and larger clusters; for example, from 281-37-01 to 281-3701 to 2813701.

H. Teach the child to rehearse or repeat to himself before verbalizing.

I. Use short one concept sentences.

IV. Teaching Strategies

As mentioned previously, auditory memory can generally be referred to as short term or "immediate recall" memory and long term memory. Most of the following suggestions relate to short term memory since short term memory must be adequately developed if long term memory is to be adequate. If a child's short term memory is so inadequate that he can't recall the entire sentence "Washington, D.C. is the capital of the United States", then that fact could not be "stored" for future use. The mind must assimilate information using short term memory if facts and information are to be retained for future use.

A. Rhythm patterns aid auditory memory. Any chants or rhythmic patterns attached to language units can be used as a remedial approach in the beginning stages.

1. Present simple rhythms and have the child duplicate.

a. Tap, then say pattern.

___ ___ ___ ___	"dash, dash...dash, dash"
. .	"dot, dot"
. ___ .	"dot, dash, dot"
___ ___ .	"dash, dash, dot"

b. Clap hands in simple rhythm, progress to more complex.

c. Use drum beats in simple rhythm.

2. Have the children sing or say and jump rope to nonsense rhymes.

a. Teddy Bear, Teddy Bear, turn around
touch the ground
shine your shoe
that will do
walk upstairs
say your prayers
switch off the light
say good night.

b. Cinderella Dressed in Yellow.

c. Sing songs with repetitions.

(1) "John Brown's Baby"
(2) "Old McDonald Had A Farm"
(3) "Ten Little Indians"
(4) "The Twelve Days of Christmas"
(5) "The Farmer in the Dell"

3. Have the children learn the bilateral movements suggested by Kephart while listening and following directions. Sing to the tune of "Here We Go Round the Mulberry Bush".

"This is the way my arms go up, arms go up,
arms go up.
This is the way my arms go up, so early in
the morning."

Other verses can be: My feet go out
I jump so high
I jump up front

The child moves forward. Then have him move backward by singing "This is the way I jump, jump back, jump, jump back, etc."

B. Teach nursery rhymes. Begin with rhymes with two and three repeating lines.

C. Teach the child to follow instructions in sequence. Have the child repeat the instruction and then follow it; e.g., "Walk to the chalkboard" - "Walk to the chalkboard, get a piece of chalk", etc.

D. Have the child reproduce letters, sounds, words, digits and sentences in the sequence in which you gave them.

1. Letters
   a. Start with three letters and increase until the child cannot repeat - b, c, a - i, h, g, f, - p, q, r, g, h.
   b. The teacher says several letters in alphabetical order, omitting some. The child is asked to name the letters that were omitted. (e) a b c (pause) e f g (pause), etc.
   c. The child is asked to listen to letters and name the one closest to a given letter; e.g., tell me the letter closest to m among the alternatives d, j, x. The student answers j.
   d. Give letters out of order and ask the child to repeat them in order; e.g., b, c, a; o, p, n; i, g, h.
   e. The teacher says letter names s, l, m, t and the child says the sounds of these letters in proper sequence.
   f. The teacher says the sounds of letters and the child repeats the names of the letters.

2. Digits
   a. Begin with same procedure as with letters - 5, 9, 8, 26, 45, 78, 16. Repeat forward and backward.
   b. Teach rote counting by 1's, 2's, 5's, 10's.
   c. Ask the child to listen to a series of numbers and say the one closest to one of the named numbers; e.g., "What number is closest to five: 1, 4, 8, 7."
   d. One child gives his telephone number and asks a child to repeat it.

3. Words - Begin with the same procedure as letters and digits.
   a. Related words: cow, horse, pig, dog.
   b. Unrelated words: big, table, moon, tree, car, school.
   c. Say words to the child and he adds another rhyming word; e.g., go, so (no), sat, mat, fat, pat (cat). Increase as ability increases.
   d. Read several words and ask the child to repeat them in alphabetical order; e.g., apple, able, aim.
   e. Spell words orally, then say the word and have the child repeat. "t - i - g - e - r tiger." Increase as ability indicates.
   f. Tell the older child to listen to a series of words and repeat; descriptive words, action words, naming words.

(1) "Some of these words are descriptive. What are they?" big, kind, rain

(2) "Some of these words name something. Which ones do?" mountain, pretty, dog

g. Give a series of related words and have the student repeat the series and add a word that shows how they are related; e.g., teacher, principal, student (school), hamburger, cakes, candy (food).

h. Pronounce a word and have the child use his pencil to tap out the number of syllables he hears. He then repeats the word in syllables, telling the number of syllables he heard. After competency with common words, use words from specific areas - science, social studies.

i. Teach days of week and months of year.

4. Sentences

a. Have the child repeat sentences verbatim - "Today is my birthday." "Our baseball team won the last seven games."

b. Begin by saying a simple sentence and ask a child to repeat it. Then, call on each child in turn to add to it; e.g., "I went to the circus." "I went to the circus and saw an elephant."

c. Have the older student listen to catch the absurd sentence in a group of sentences; e.g., "I went to a movie." "I saw a tragedy." "We laughed a lot." "It was very sad."... "Mary lives on a ranch in Texas." "She has no close neighbors." "Many wild animals such as elephants and tigers live there." "She has to ride miles to visit a friend."

d. Provide frequent practice for the child to repeat his full name, address, telephone number, birthday, names of his family members, school principal, and other useful data.

(1) Have one child listen to the information of another and see how much he can remember.

(2) Other items which are of utility may be practiced as needed; e.g., months of year, numerals by 2's and 5's.

e. Record data such as weather reports, news stories given on radio and television and have him repeat the information or give a summary.

f. Read a story to the child. As with other activities start with the appropriate length of story and gradually add length or complexity to ensure an abundance of success.

(1) In the beginning, after every few sentences, stop and have the child recall the general idea of what has been read.

(2) Let one child recall it, then have the other fill in the details he may have forgotten.

(3) Have the child retell the major events in the exact order.

(4) Have him put a series of pictures relating to the story into proper sequence.

(5) Have the child retell the story using visual aids on the flannel board.

(6) Have the child identify events from the beginning, middle and end of the story.
(7) Answer questions on specific details.
(8) Use tape recorded stories of considerable length. Train the children to listen carefully as they will be asked to relate the story in detail. Tape record immediate verbal recall of the class and follow up with tape recall one day and one week later.

g. Have the child learn rules of games and ask him to repeat them to the class.

h. Ask a question before reading a story. After reading the story see if the child can recall the question as well as the answer from the story read.

i. Ask the child to recall events from the previous day, what he did last weekend, what he had for breakfast, etc.

j. Have the child repeat tongue twisters.
(1) A big black bug bit a bear.
(2) Rubber baby buggy bumper.
(3) Betty Batter made some butter. Now, if Betty Batter made butter where is the butter that Betty Batter made.
(4) Chester shucked the chestnuts and chucked the shucks.

k. The child listens, repeats and tells the answer to a puzzle given by the teacher.
(1) A tiger, lion, dog or kangaroo. Which one wouldn't you find in a zoo.
(2) Coffee, milk, bread, and tea. One does not belong. Which can it be?
(3) Carrots, potatoes, tomatoes, a hoe. One of these will never grow.
(4) A rose, a tulip, a daisy, a face. One could never be put in a vase.

l. Tell simple jokes and have the child repeat them.

m. The teacher spells out various words then the child writes them on the chalkboard or paper. Troublesome words as well as familiar and unfamiliar words may be used.

n. Perceptual Communication Skills by Selma E. Herr is an excellent source for developing auditory awareness.

o. Read the directions from Following Directions, Barnell Loft and have the child follow them.

p. Games
(1) "Simon Says" "Simon Says put your hands on your shoulder." As proficiency increases give more directives. Thus, it becomes an auditory memory game when two or more commands are given at the same time.
(2) Elevator boy. After two or more children name the floor at which they want to get off, the elevator boy repeats these numbers and ends by saying "Everybody off".
(3) "Ten Little Indians" - sequence of numbers.
(4) "Old McDonald" - sequence of items or objects.
(5) "Farmer in the Dell"

(6) "Suitcase packing" - "I am going on a trip and take my shoes". Each child repeats the previous list and adds a new item.

(7) A whole series of games of this format can evolve by using different base sentences; e.g., "I went to the zoo", "I saw --" and "I like to play --".

(8) "Memory Stretcher" - Divide the children into groups, each with a leader. The leader names three parts of the body such as knee, nose, hand. The first child touches the parts of his body in order named by the leader. If he does correctly he stays in the game and takes his place at the end of the row, if not he sits down. When all of the rows are seated except one, this remaining row is the winner. Increase with proficiency.

(9) The teacher says the names of several animals. The child must make the sounds the animals make in the presented sequence; e.g., bow-wow, meow-moo.

(10) Divide the class into two teams. Whisper the information into the ear of the first child of each group. Then whisper the information to the next child, and so on. At the end, the last child whispers what he heard to the teacher. The team that is correct or more correct, wins.

AUDITORY - VOCAL ASSOCIATION

Auditory association refers to the organizing process whereby one is able to integrate verbal precepts and concepts to form new relationships. This process encompasses much of what is referred to as "reasoning", "analytical thinking", and "problem-solving" behaviors. Association ability is the middle process between reception and expression, which allows one to organize incoming information so that it can be stored and retrieved in a meaningful way.

I. Symptoms or Behaviors Indicative of Dysfunction

- A. The child may have difficulty completing simple sentences.
- B. He may be unsuccessful in solving riddles or logic problems.
- C. He has difficulty recalling words he wants to use.
- D. He may respond inappropriately to verbal questions.
- E. He may require extra time in order to formulate a response to a question.
- F. He may be unable to classify, to make generalizations, to determine similar and dissimilar characteristics, or to detect absurdities or incongruities.
- G. He may find it especially difficult to draw inferences or to predict probable outcomes. This may be typified by inability to answer questions beginning with "why?" or "what do you think will happen next?"

II. Compensatory Suggestions

- A. As with other auditory deficits, it is beneficial to provide visual and tactual cues to augment oral presentations.
- B. Avoid excessive or unnecessary verbalization, especially when asking questions or giving directions.
- C. Allow ample time for responses by waiting quietly. Some children appreciate your suggesting a word or phrase to them, or offering them a choice of words - "Do you mean _____ or _____?" Others find this a distraction which totally blocks their own recall and thinking process.
- D. Give the child a question in oral or written form to think about before calling for his oral response.
- E. Accept short answers from the student.
- F. Teach through concrete objects first. When going to pictorial representations, be certain that the child understands that the picture represents the real object. If this is a problem for him, it may be necessary to spend time matching objects with miniatures, and then with pictures.
- G. It may be necessary to begin the pupil's responsiveness to oral language at the manual expressive level by having him demonstrate his understanding through imitation and gestures.
- H. When asking questions of the student, provide the answer in the stem. (Do we usually sleep in a bed or on a desk?)
- I. Organize auditory input for the child so that it can be stored in an organized manner and more readily retrieved when needed.
- J. Present new words in context, in pairs, in association with known words, and by category.

III. Remedial Activities

A. Activities to aid in considering two or more concepts and their relationship to each other.

1. Detecting likenesses and differences - categorizing and classifying.

a. Ask, "How are cars and trains alike?" (or different)

(1) In the beginning, it may be necessary to help the child attend to each concept and to become aware of the relationship by asking leading questions: "Think of a car. Now think of a train. How do we use a car? How do we use a train? Then how are a car and a train alike?"

(2) Ask similar leading questions to develop the idea of difference.

(3) Then repeat the original question and obtain the response without any further questioning.

(4) Gradually eliminate the use of helping questions.

b. Provide practice in completing sentences which develop concepts or suggest a relationship between two concepts.

(1) Begin with one concept sentences. "I write with a _____." It may be necessary to present objects, one of which will correctly complete the sentence and let the child point to and say the name of the object. (pencil, stapler, block) Then repeat the sentence, renaming the objects.

(2) Progress to sentences which present two concepts and imply a relationship. "A rabbit is fast; a turtle is _____." Use hand gestures to demonstrate the key terms. Later present the item again without gestures.

c. Ask the child to name things that satisfy specific requirements.

(1) Begin with one requirement. "Name everything you can think of that: (a) is soft, or (b) has feathers."

(2) Ask the child to think of objects which satisfy two requirements: "Name things which are soft and round."

2. Additional Activities

a. Ask the student to name everything needed for: a picnic, a camping trip, a specified art activity, etc.

(1) This can be used for sound assoication as well, by asking children to name words beginning or ending with b, t, m, etc.

(2) Present rhyming words and ask how they are alike and different.

b. Use three or four elements for discerning similar and/or dissimilar characteristics.
   (1) Hammer, axe, saw. All are ____ (tools).
   (2) Snakes, lizards, turtles are all _____. (reptiles)
   (3) Find the one that is different or does not belong.
      (a) lake, river, tree, ocean.
      (b) mother, postman, child, father
      (c) toy, tongue, touch, sand
   (4) Occasionally stop to ask the child to explain why one is different from the others.

c. Play classifying and categorizing games.
   (1) Tell children you are going to call some of them to the front of the room. The children named will be alike in some way. They are to see how quickly they can guess the way in which they are alike.
      (a) Call all boys or girls.
      (b) Call everyone wearing red or brown.
      (c) Call everyone with blue eyes.
      (d) Call children whose names begin with B, I, etc.
   (2) Play Find It. Describe an object or picture including it's physical characteristics and function or uses. Have the student find it from among several others.
   (3) Play a version of "Twenty Questions". Place a picture or the name of something on a child's forehead. He goes around the class, asking questions to gain information in an attempt to identify the picture or word. A specific category can be named before beginning the game. As children become more adept, any object can be used so that they have to determine the category as well as the particular item.
   (4) Use riddles. Give clues which gradually expand the child's concepts to include color, size, time and space relationships. Use clues which relate to function/uses, and name other things associated with the key word, including a sound it makes, the letter with which it begins, a rhyming word, etc.
   (5) Let the students pose riddles for others. Encourage and guide them to use a variety of clues. It may be necessary to provide the stimulus word or object for some.

d. List 3 or 4 categories. Then describe something and ask the child to tell which category it fits and to name the object, person, place, etc. Occasionally, describe something which does not fit any of the categories.

e. Begin with broad categories and gradually sub-divide them into more specific ones. For example, begin with animals. Go to birds, fish, farm animals, or zoo animals. Then to reptiles, mammals, or amphibians.

f. Make the child aware of the fact that there are various ways of classifying the same thing. "Milk is a food and also a liquid."

B. Activities to aid the child in identifying and verbalizing relationships

1. Develop opposite concepts.

a. Begin by demonstrating opposites with common characteristics such as up-down, in-out, etc. Progress to more abstract characteristics.

b. Ask the child to supply an opposite for a given word.

(1) This can be done initially with pictures, then verbally.

(2) The child can be asked to respond with an action opposite to what is said.

(3) Say pairs of words, some of which are opposites, and some of which are not. Ask the child to "catch" you when the pairs are not opposite.

c. Say sentences for the child to repeat and complete.

(1) Over is to under, as out is to __.

(2) Dark is to night, as light is to __.

2. Help the child discern other kinds of relationships.

a. Parts to the whole.

(1) A child belongs to a ___ (family).

(2) A nose is part of a ___ (face).

(3) A letter is part of a ___ (word).

b. Things occur together.

(1) Thunder and _____ (lightning).

(2) Birthdays and ___ (party, cake, gifts).

c. Things used together.

(1) Policeman and badge.

(2) Doctor and medicine.

(3) Give the name of an occupation. Ask the child to tell what work is done and what tools are used.

3. Aid students in deriving cause - effect relationships.

a. After telling or reading a story aloud discuss happenings.

(1) "What made Mary turn back?"

(2) "How did Mother know it was going to rain?"

b. Discuss or demonstrate natural events showing effect and possible causes.

(1) "Why were the streets flooded yesterday?"

(2) "What could have caused the big tree on the playground to fall?"

c. Discuss cause and effect in social relationships.

(1) Let the children tell what makes them feel angry, happy or frightened.

(2) Present behavioral situations and ask the children to discuss events which might have brought about the behavior.

4. Provide experiences which will aid the child in understanding relationships of time and space.
   a. Develop an awareness of terminology describing temporal and spatial relationships: before and after; pretty soon, after a while, not now; when, while, during; first, last, middle, beginning, end, between, next.
   b. Develop an understanding of the passage of time and the subdivisions of time keeping.
      (1) Demonstrate and discuss the relationships of years, months, seasons, days, hours, etc.
      (2) Discuss passage of time between events, daily routine; what is meant by past, present, future.
   c. Help the child relate an experience or retell a story in proper sequence of events.
      (1) Have the children tell, step-by-step how they made an art or craft project.
      (2) Have the student tell others of a story he has read or heard.
   d. Help the child make a meaningful sentence from several isolated words. Young children would enjoy doing this in a game situation.
      (1) "Go Fish". Words can be written on cards with a paper clip attached, and placed in a container. Child "fishes" with a small magnet on a line. He must make a sentence with the words listed on his "fish".
      (2) "Spin the Bottle". Papers containing a series of words are placed in the bottle. Child at whom bottle points, selects one and composes a sentence. A game board with a spinner in center could also be used.
   e. Help the child write sentences or stories by putting words or sentences in order.
      (1) Use scrambled sentences. Begin with simple kernal sentences such as "home came Bob".
      (2) Put sentences on cards or strips of manila paper. Read them to the child or have him read them.
      (3) Mix the sequence of the sentences of a simple story. Have the child tell which sentence should come first, next, etc. "He began to cry." "Mike fell off his bike."
      (4) In all of this, the starting point in regard to number and complexity of sentences is determined by the child's ability level.

C. Procedures for helping a child understand a relationship which is analogous to another relationship. "Grass is green; the sky is ___."

1. First help him discover what kind of relationship is described in a single statement.
   a. "Grass is green." - the color of grass.
   b. "Fish swim." - how fish move.
2. Then help him find a corresponding relationship for a second concept. "Grass is green; the sky is ____." He must determine the first relationship and provide one analogous to it. Take care that he understands that many statements can be true, without being analogous.
3. Provide increasingly sophisticated practice in determining and matching relationships for concepts dealing with function, structure, size, shape, color, opposites, sound, part-whole relationships, cause-effect relationships, and tool-user relationships.

   Example: Trout is to fish, as beagle is to ____.
   Ring is to hand, as bracelet is to ____.
   2 is to 8 as 3 is to ____.
   1 is to m as x is to ____.
   Tire is to rubber, as window is to ___.
   Roots is to tree, as the fountain is to ___.
   A fish is to swimming, as a bird is to ___.
   A typewriter is to an office, as a stove is to a _____.

D. Aid the child in finding and evaluating alternative solutions to a problem.

1. General guidelines or objectives.
   a. Help the child see multiple possibilities in relationships and solutions.
      (1) How many meanings are there for the word run?
      (2) How can you find out how to care for a new pet?
      (3) Present problem situations and have the children suggest various solutions.
   b. Accept all responses respectfully. Evaluate later.
   c. Help children become flexible in their thinking.
      (1) Point out different aspects of a problem, or various relationships.
      (2) Develop empathy for others or for story characters.
   d. Help the child do evaluative thinking.
      (1) Help him define and state the problem or objective.
      (2) List all suggested solutions and discuss the values and disadvantages of each. Lead them in selecting the best solution, not just any solution.
      (3) Establish an atmosphere in which the child feels free to guess, then teach him to guess and test his guess. He will come to see that his "guess" results from evaluating information he possesses.
2. Activities to use in developing problem-solving ability.
   a. Work on anticipating needs.

(1) "What would you do if you spilled a glass of water?"
(2) "If you were going to clean the yard, what would you need?"

b. Work on predicting possible outcomes.
(1) "What would happen if you put an ice-cream cone in your desk drawer?"
(2) "What would happen if all the clocks all over the world stopped?"
(3) "What would you do if someone gave you $100.00?"
(4) Have the child predict what would happen next, or provide the conclusion for short stories.

c. Work on seeing logical relationships.
(1) Ask questions such as:
(a) Would you go to a service station to buy meat?
(b) If you are tired, are you ready to play?
(c) What can sing without words? (girl, bird, boy)
(2) Read several sentences and have the child choose and repeat the one sentence most relevant to a previously presented cue. "Automobile"
(a) It has roots.
(b) It has four wheels.
(c) It has four legs.

3. Present questions or situations to discover a variety of relationships.
a. How many ways can you use a cardboard box?
b. How many ways can a person move through space?
c. Say a word and ask the child to tell what it makes him think of, and what situations he associates with the word.
(1) homesick
(2) beautiful
(3) fear
(4) peaceful
(5) pride
(6) hurry

4. Work on discerning absurdities or incongruities.
a. Ask questions or read sentences such as: "Pigs are animals that are good to eat and can run faster than any other animal"; or "Would a hat covered with fresh flowers last for a month?
b. Ask the child to choose the one incongruous word from a group:
(1) car, truck, ball, train
(2) map, horse, graph, chart
c. Read a short paragraph and ask the child to find the one sentence which does not belong. As mastery is achieved with short selections, longer ones containing more abstract ideas can be used.

d. After reading a short story, ask questions. Let the children decide which answers are fact and which opinion. News reports, editorials, etc., can be read aloud and analyzed statement by statement, as to whether it is fact or opinion.

5. Work on understanding emotions, moods, and reactions of others in various situations.
   a. Discuss events and characters in stories.
      (1) How do you suppose Jim felt when he couldn't find his dog?
      (2) Why do you think that Mary hid from her brother?
   b. Create various situations using a puppet or role-playing techniques. Have the children tell how the puppet felt, or demonstrate reactions through role-playing. Example: "Jim received a dollar for his birthday. On his way to the store to buy a game he had been wanting, he lost the dollar."
   c. Use pictures depicting various emotional tones. Ask the children - "How do you think this person feels?" "Why do you think he feels that way?" "What can he do to change the situation or the way he feels about it?"
   d. Pose direct questions to the children.
      (1) How do you feel when someone hits you without provocation?
      (2) How do you feel when you see a beautiful sunset?
   e. A skillful teacher can establish a "Problem-Solving Time" in the classroom, where a student or teacher can present a current problem for consideration, and resolution by the group. It is necessary to take care to see that:
      (1) Each problem is given serious consideration.
      (2) Each comment or suggested solution is respectfully considered and carefully evaluated.
      (3) The best or most reasonable resolution is decided upon and accepted.

AUDITORY CLOSURE ABILITIES

(Auditory Closure, Grammatic Closure, and Synthesis)

The auditory closure abilities refer to the process whereby a person is able to perceptually integrate wholes from partial information and to internalize what is repeatedly heard. It is the ability of a person to understand the principles whereby words are organized into sentences and to acquire the automatic grammatical structures into which he can insert other appropriate and meaningful words. The ability to "close" on an incomplete auditory cue includes the skill of recognizing a word when only part of the word is heard. From previous language experiences and contextual cues, one is able to discern the partially heard word or phrase. Auditory closure extends to synthesis and the ability to analyze words into separate sounds. Adequate closure ability depends upon overlearned organizational patterns of language which, in turn, are dependent upon the auditory memory processes. A person must retain and store certain linguistic patterns in order to make necessary abstractions and generate correct sentences of his own. Deficits in this area are highly relevant to school difficulties. Both verbal and written expression is affected, as is the acquisition of reading and spelling skills. Facility with language is primary to adequate school functioning, since everything that is taught must be processed through the child's linguistic system. A child with auditory closure difficulties is severely hampered in his efforts to acquire the requisite language skills.

I. Symptoms or Behaviors Indicative of Dysfunction.

- A. The child may have trouble learning plurals, past tenses, and irregular verb forms.
- B. He may mispronounce words, even though he has heard them many times.
- C. He may frequently display poor syntactical structure using sentences with jumbled word order, or with words omitted.
- D. He may have difficulty with rote memory tasks, such as learning nursery rhymes, to count, the addition or multiplication facts, etc.
- E. The student will have trouble using a phonics reading approach.
- F. He may laboriously sound out a word letter-by-letter without being able to synthesize the sounds into a word.
- G. He may sound the first symbol of a word and "guess" at the rest.
- H. He may have difficulty with rhyming words.
- I. He may misspell words, omitting parts.
- J. He may sequence sounds or syllables incorrectly.
- K. The student may exhibit articulation deviancies.
- L. The student may have difficulty utilizing context clues.
- M. May do poorly on timed tasks and all tasks requiring precision, accuracy or speed.

II. Compensatory Suggestions

- A. Model grammatically correct language and encourage the child to imitate it, as part of an intensive program of verbal expressive skill development.

B. Utilize visual symbols in eliciting verbal responses.
   1. Show a picture of a man, while saying "ma_", and have the child say the complete word.
   2. Write a list of 2 or 3 known rhyming words and ask the child if he can see the parts which look alike, then listen for the parts which sound alike, and finally say the words stressing the parts which are alike.

C. Use concrete, manipulative materials - cutout letters, etc., so that the child can physically experience the simultaneous auditory-visual operation of joining or taking apart words by letters or syllables.

D. As much as possible, use words based on the student's experiences.

E. Use simple sentences.

F. Check the child's auditory discrimination abilities. A child cannot be expected to verbalize what he has not adequately heard. Provide training if necessary.

G. Auditory memory training may also be needed.

H. Help the child learn to rehearse by having him listen to material, say it to himself, and then say it aloud.

I. Use choral responses and group singing.

J. In teaching reading, begin and maintain a sight vocabulary. Then help him build on spelling patterns such as at, et, it, ot, ut. A child with a severe deficit may also require the use of a tactile-kinesthetic tracing approach to facilitate memorization.

K. Provide frequent exposure to material to be learned. Rhymes, poems, and multiplication tables can be recorded or taped for frequent use by the student.

L. Make use of the child's broad or gross comprehension abilities. When he gets the main idea or "gist" of the topic, gradually work toward helping him be more precise on recalling specifics.

M. Initially, accept one word or short phrase answers from the child. Gradually lead him toward longer and complete sentence responses.

III. Remedial Suggestions

A. Auditory and Grammatic Closure.
   1. Teach the child to use complete, correct sentences.
      a. Provide an incomplete sentence about a visible object or picture and have the child complete the sentence. "The dog is black and _____."
      b. Have the child repeat and complete a sentence after the teacher. Visual cues can be used as needed, but the goal is to obtain the desired response from the auditory cue only.
         (1) "We come to school in the ___." "In the summer, the weather is ___."
         (2) Obvious rhymes can be used; such as, "The big green tree is taller than my ____."

(3) Gradually reduce the length of the stimulus phrase, requiring more verbal production from the child.
Example:
The color of my house is ____.
My house is ____.
My house ____.

c. Use simple riddles and require that the answer be given in a complete sentence.

d. Teach the child basic sentence patterns, beginning with a simple article, noun, action verb sentence. "The boy runs." When this is mastered, add a fourth position - how, where, what. "The boy runs slowly." Gradually increase sentence complexity as the child shows a readiness for it.

e. Language Master cards can be used for independent practice. Write a sentence, omitting a word. The child is asked to complete the sentence. A picture clue can be placed on the card if necessary.

f. Rephrase a child's incorrect expressions. If he says, "We all gots a book", you say "Yes, we all have a book. What do we have? We all _____."

g. Use well-known TV commercials and other familiar phrases for sentence completion.
(1) "Look up, _____." (America)
(2) "Ring around the _____." (collar)
(3) "Once upon a _____." (time)
(4) "We swim in the Atlantic ____." (Ocean)

h. After a child is using a basic sentence pattern correctly, present a sentence of that pattern in mixed order. The child is to rearrange the words and give the sentence orally in it's correct form.

i. Orally present a sentence containing an obvious error in structure or grammar. Ask the child to find and correct your mistake.
(1) "The chair came to the table, sat down on the child, and ate his lunch."
(2) "The boy eated his dinner."

j. Read a complete sentence to the child and have him complete it. Then read it several times, omitting a different word each time; have the child complete it each time.
(1) The green house has white shutters.
(2) The ___ house has white shutters.
(3) The green house has white ___.
(4) The green house has ___ shutters.
(5) The green ___ has white shutters.

k. Present a list of scrambled phrases. The child is asked to put them in order to make the sentence correct.
(1) the green table
(2) fell off
(3) the yellow pencil

1. Present a short written story with several missing words. The child is to complete the story using a list of words provided. Then read the completed story aloud. This activity can be correlated with work in social studies or science as well as with reading.

m. Give the child a word or phrase which he is to use in a sentence.

2. Other closure activities.

a. Provide practice in determining what "goes with" a given word.
salt and (pepper) cat and (dog)
boy and (girl) table and (chair)

b. Show pictures of familiar objects. Give the ending of the word, have him find the picture and say the word.
___oe (shoe)
Alternate by providing the beginning of the word.
sh__ (shoe)

c. Play "What is this word?"
in-dow (window) ra-__-o (radio)
Note-ook (notebook) imming-ool (swimming pool)

3. Activities for Developing An Understanding of Word Relationships.

a. Synonyms and Antonyms

(1) Use oral sentences such as:
"The mountain is high;
the valley is ____."

(2) Present pairs of written sentences. Ask the child to find the word in the second sentence which is the opposite of the underlined word in the first.
"The light was <u>on</u>.
I turned it off."

(3) Give orally a stimulus word, child provides the opposite word until the response is automatic.
hot - cold short - long
day - night good - evil
This same exercise can be done using synonyms.

(4) Give each child a copy of a short story with some underlined words. The child is to rewrite the story substituting the antonym (or a synonym) for each underlined word. The rewritten stories are then read aloud.

(5) The game <u>Password</u> can be played using words compiled by the teacher. The words chosen should be in the student's vocabulary and should include synonyms and antonyms for review. The class can be divided into teams with <u>2</u> members of each team playing at a time.

(6) Other TV game shows can be adapted for use in the classroom. Jeopardy (answers given, question to fit the answer must be given, utilize categories). Blankety Blanks (uses categories, clues to solve a riddle, sentence completion, use of puns).

b. Rhyming words, beginning and ending sounds.

(1) Have the child fill in the missing letter of the rhyming word.
"The sky is cloudy and dark.
I don't think I'll go to the
_ark."

(2) Have him complete words in sentences. All the words rhyme with a designated word such as cake.
(a) Jim got wet when he fell in the _ake.
(b) Sue can _ake a dress.
(c) It is not easy to _ake my sister in the morning.

(3) Say a word - have the child quickly say a rhyming word.
cook - book
fall - tall
say - day

(4) Read questions which require the child to supply a rhyming color word for the answer.
(a) What color rhymes with bean?
(b) What rhymes with tray and clown and pack?

(5) Play a riddle game - "I am thinking of a word that rhymes with chairs."

(6) Use rhymes in short poems.
(a) I saw Mabel at the ___. (table)
(b) Jim found a rock in his ___. (sock)

(7) Use teams. A child on one side says a word and points to a child on the other side who must say a rhyming word. A time limit (5 seconds) can be imposed if desired.

(8) Read groups of words, all of which rhyme except one. The child is to find the "different" word.
(a) talking, wanted, walking
(b) lamb, sam, ram, farm

(9) Have the child fill in the missing beginning or ending sound.
(a) The children went to the _arty.
(b) Empty the ca_ into the pa_.
This exercise can be done orally or in writing.

(10) Direct the student to fill in the blank with a word that begins (or ends) with the same sound.
bear _____ tree _____
talk _____ pencil _____
This can be done orally as a game, with the children divided into two teams. Many

variations are possible such as requiring the response to begin with the final sound of the preceding word.

c. Same - Different; Association

(1) Present pairs of words and ask the child to tell which are alike and which are different. Gradually reduce the contrast between unlike pairs.

park - spark vie - thigh
play - play sew - so

(2) Have him find common characteristics of words in sentences.

(a) A ball and jumprope are both ____.
(b) A hammer and saw are both ___.
(c) North America and Australia are both ____.

(3) Present a series of words. Ask the child to repeat and tell which word does not belong, and why.

(a) red, yellow, quiet, brown.
(b) index, magazine, contents, bibliography.

(4) Provide practice in detecting false associations in sentences. Find the error and make the sentence correct.

(a) The car was parked in the tree.
(b) We knew it was going to rain because the sky was sunny and blue.

(5) Use a group of words or phrases which can be classified or categorized.

(a) soccer, football, baseball, volleyball. These things are all _____. (games - team sports)
(b) trees, grass, hibiscus, tomatoes. These things are all ____. (plants)

(6) After learning some compound words, the teacher says one word and the student says another which will make a compound word. Either the first or last part can be given.

(a) any - one; body
(b) class - mate; room; time
(c) _____where - any; every; some
(d) _____ball - soft; base; foot; basket; volley

4. Activities to Develop Recognition of Correct Word Usage.

a. Singular and Plural Word Forms

(1) Have the child cross out the phrase which does not sound right.

a house six day
a houses six days

(2) Show a picture of one object and say, "This is a can." Show a picture with more than one of the same object and say, "And these are ____." (cans)

(3) Prepare worksheets with pictures depicting singular and plural forms. Say one of the words and direct the children to circle the picture of the word you said.

(4) Present a list of numbered words, both singular and plural forms. Children are to draw pictures to illustrate each word.

(5) *Read a sentence to the child. Have him* repeat the sentence, changing the stressed words to plurals. This can also be done as a written exercise.

(a) He has one pencil. He has two ___.

(b) The girl found a nickel. The ___ found some ____.

(c) The woman bought a dress. The ___ bought some ____.

(6) Read sentences and ask the child to fill in the correct singular or plural form of the missing word.

(a) The mother deer has two baby ____.

(b) One elf called the other ___ to come and help the shoemaker.

(7) As skill with plurals formed by adding s and es, and with irregular plural forms (man - men) is achieved, provide practice with plurals formed by changing y to i and adding es.

(a) The lady was late for her appointment. All of the ___ were late today.

(b) Pinellas is the name of a Florida county.
Florida has over sixty _____.

(8) Provide exercises in using root words. Provide a list of words with the plural ending, have the child write the root word.
toys (toy)
glasses (glass)
men (man)
leaves (leaf)
countries (country)

b. Using correct tense.

(1) Say two sentences. Ask the student to repeat the correct sentence.
Willie will work for Mother.
Willie will worked for Mother.

(2) Use various written exercises. Discuss as needed.

(a) Sue walked to school this morning.
walk

(b) Sue is walk___ home now.

(c) Bill want__ to go with mother.

(d) He want__ to go yesterday, too.

(3) Provide practice to assure mastery of verb forms changed by adding s, ed, and ing.

(4) Proceed to irregular verb forms such as, is, are; was, were; go, went and gone. Teach proper use of tense by having the child repeat a model sentence and change the noun or the verb tense.

(a) "I will go to the store."
"I will go the ____." (zoo, park, etc.)

(b) "I went to town and bought a new dress."
"I went to town and bought a new _____." (shirt, car, bike, etc.)

(c) Today I run. Yesterday I ___. Last Wednesday we sang. Today we will ____.

(5) Read a sentence and ask the child to fill in the missing word, using the correct ending.
(a) I ate one pear out of the bag of ____.
(b) I like to swim. After school I will be ____.
(c) Mary is drawing. The other children _____ drawing too.

(6) Use picture pairs to illustrate sentences which the child will at first repeat, then complete by himself.
(a) The lady is planting a flower. Here is the flower she (planted).
(b) This house is large, but this house is even (larger).

(7) Provide pictures showing past, present and future actions. Have the child discuss and compare the actions.

(8) The teacher says a root word and the child responds with as many words as he can by changing the endings. A list of known endings can be written on the board if necessary.
(a) love - loves; loved, loving; lover
(b) hop - hops; hopping; hopped

(9) Have the child listen to a series of words to find the word which has a different ending.
(a) wanted - looked - sat - hunted
(b) occupation - captain - vacation - action

c. Teach other prefixes and suffixes (er, ly, age, tion, ful, ment, less, ness; ex, a pre, in, an anti, be, un, dis).
(1) One who teaches is a ____.
(2) A man who paints is a _____.
(3) One who does not take care is care____.
(4) Provide a word clue and ask the student to respond with the correct root word plus the prefix.
not happy --- unhappy
not honest --- dishonest

d. Other exercises involving grammatical usage.
(1) Ask questions and have the child answer it by turning it into a declarative statement. (This often involves a change in verb tense.)
(2) Read a story which contains grammatical errors. The children listen to detect errors and correct them. A point can be given for each correct response.

(3) Read sentences one at a time to be corrected and repeated by the student.
(a) Ann's birthday is next mouth.
(b) Mother found the recipe she needed in her shookbook.

(4) Read aloud good literature and interesting stories regularly so that the child has a chance to hear good language in an interesting way and to build it into his linguistic repertoire.

B. Sound - Blending

1. General Guidelines in Developing Synthesizing Ability.

a. Sounds presented close together are blended with greater ease.

(1) Try presenting a two syllable word at an interval of half a second. If the child is unsuccessful in saying the word, pronounce it for him, have him repeat it, and then pronounce it by syllables again.

(2) It may be necessary to prolong the sound of each syllable, running them smoothly together. When this achieves success, go back to half-second intervals with other words.

(3) When the child is successful in blending two sounds with a short interval between sounds, begin to lengthen the interval between sounds.

b. Gradually increase the number of sounds to be blended from two, to four or five.

c. After some success is achieved with auditory synthesis, present the visual symbols (letters) to have him produce and blend the sounds they represent (Kirk, p. 158).

(1) Letter by letter sounding can be done; i.e., c - a - t.

(2) Sound the initial consonant and the vowel as a unit, with the final consonant added to it: i.e., ca - t.
The method used will be determined by the child's ability to use it and the reading program being utilized.

d. Try to avoid extraneous distorting sounds such as uh following consonants.

e. Short lessons are usually more efficacious.

2. Specific Training or Remedial Activities.

a. Make a game of blending the sounds of visible objects. "What Am I Saying?" Tell the children you are going to say, in parts, the names of objects in the room. They are to find the object and say the name as they usually do.

(1) This can be done incidentally throughout the day as well.
(a) "Paul, please bring me the ru - l - er from my desk."
(b) "Let's line up at the back d - oo - r."

(2) Another game which provides blending practice and a break between activities to tell the children you are going to give them directions. When they know what you are saying they may do it.
(a) st - a - n - d (stand)
(b) h - o - p (hop)

b. Provide practice in hearing and counting the number of syllables in a word, said slowly. Using the children's names is highly motivating. They can also tap or clap out the syllables and stress the accented one.

c. Have the child count the number of syllables in a word and make a mark on a paper or the chalkboard for each sound. Repeat, and have him pronounce the word.

d. Use a series of pictures - say the name of one, sound by sound. The child must blend the sounds in order to identify the correct picture.

e. Use letters made of materials which provide tactile stimulation for the child to trace and put together as he sounds and blends.

f. Write words on tagboard or cards. Cut them into parts and have the child say the sounds and blend them while fitting the pieces together.

g. The teacher can first demonstrate this technique with letters, cards or at the flannelboard. A good progression to follow in all sound-blending activities is:
   (1) compound words - fire-man
   (2) two syllable words - pa-per
   (3) three and four syllable words
   (4) short words with long vowels - p-a-i-d
   (5) short words with a short vowel sound - m-a-n; or m-an; or ma-n.

h. Riddles can again be used effectively for practice in this skill.
   (1) I am thinking of a word which is the name of one of the community helpers.
   It has 3 syllables.
   It begins with p .
   It ends with n.
   What am I thinking of?
   (2) I am thinking of a short - u word.
   It is like a small cabin.
   It begins with h.
   It ends with t.
   What is it?

i. Some of same techniques suggested for synthesis can be used for word analysis. Use words from the child's sight vocabulary. Construct the word from letter cards, have him say it. Then separate the word into syllables or individual sounds, physically moving the letters apart, and having the child sound each part. (Model it for him if necessary.) Then move the parts together again, pronouncing the whole word. As skill increases and phonetic knowledge develops, new words can be analyzed in this fashion.

j. The tape recorder and prepared worksheets can be used for independent practice. Record words by parts. For example, "No. 1 - af-ter, No. 1". The child finds after on his worksheet and writes 1 beside it.

k. Many phonics workbooks can be utilized for practice and reinforcement if:
   (1) They are used selectively.
   (2) Auditory training has preceded this essentially visual task.
   (3) There is an immediate oral review of the content.

INSTRUCTIONAL MATERIALS

1. Perceptual Communication Skills - Developing Auditory Awareness and Insight.
   Program One - Preschool through Grade 3.
   Program Two - Grades 4 through 6.
   Program Three - Junior and Senior High School, College and Adult students.
   Herr, Selma E.
   Instructional Materials and Equipment Distributers, 1969.
   Los Angeles, California 90025

2. Sounds I Can Hear.
   Scott Foreman & Co.
   1900 Lake Avenue
   Glenview, Illinois 60025

3a. Auditory Training, Familiar Sounds.
 b. Auditory Perception Training, Discrimination, Memory, Imagery, Motor and Figure Ground.
   Developmental Learning Materials
   3505 North Ashland Avenue
   Chicago, Illinois 60657

4. Dance-A-Story.
   Educational Record Sales
   157 Chambers Street
   New York, New York 10007

5. Let's Listen.
   Educational Activities and Rime Associates
   Box 252
   Paramus, New Jersey 17652

6. SRA Listening Skills Builder
   Science Research Associates
   259 East Erie Street
   Chicago, Illinois 60611

7. Reader's Digest Skill Builders

8. Peabody Language Kits (Grades 1 - 4)
   American Guidance Service, Inc.
   Publisher Building
   Circle Pines, Minnesota 55014

9. Language Master (Various programs available)
   Bell and Howell
   7100 McCormick Road
   Chicago, Illinois 60645

10. Noise in the Night (Primary)
    Rand McNally
    Box 7600
    Chicago, Illinois 60680

11. Do You Hear What I Hear?
Abelard Schuman
257 Park Avenue South
New York, New York 10010

12. Listening Games
Acadia Press
438 Alder Street
Scranton, Pennsylvania 18505

13. Ginn Language Kit
Ginn & Company
2550 Hanover Street
Palo Alto, California 94304

14. Basic Training in Auditory Perception, Vol. 1 and 2.
Concept Records
Box 25 Center
Conway, New Hampshire 03813

15. Listen and Do (records & worksheets, primary).
Houghton-Mifflin
1900 South Botovia
Geneva, Illinois 60134

16. Listening Skills for Pre-Readers, Volume 4 and 5.
Educational Activities, Inc.
Box 392
Freeport, New York 11520

17. Ear Training for the Middle Grades, What Is Listening?
Educational Records Sales
157 Chambers Street
New York, New York 10007

18. Building Word Power.
Harcourt, Brace & World, Inc.

19. Developing Spelling Power.
Harcourt, Brace & World, Inc.

20. Phonetic Word Drill Cards.
Kenworthy Educational Services
Buffalo, New York

21. Riddle Riddle Rhyme Time.
Dexter and Westbrook, Ltd.
Rockville Center, New York

22. Phonetic Word Analyzer.
Milton Bradley Company
Springfield, Massachusetts 10010

23. Group Sounding Game.
The Garrard Press, Publishers
Champaign, Illinois 61820

24. Auditory Training.
Developmental Learning Materials
305 North Ashland Avenue
Chicago, Illinois 60657

25. Phonics We Use.
Lyons and Carnahan
407 East 25th Street
Chicago, Illinois 60616

26. Continental Press Worksheets
Rhyming - Level I
Beginning Sounds Level I
Continental Press Publications
1451 Dundee Avenue
Elgin, Illinois

27. Take (Matching beginning, medial and final sound).
Garrard Press
Champaign, Illinois 61820

28. Webster Word Wheels.
Webster Publishing Company
St. Louis, Missouri

29. Phono - Word Wheels.
Steck Company
Austin, Texas

30. Activities for the Early Development of Perceptual Skills.
School District of University City
University City, Missouri

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   Ahrens, Maurice, Editor
   The Florida Educational Research and Development Council, 1970.

2. Language Skills in Elementary Education, pp. 81-92.
   Anderson, Paul S.
   The MacMillan Company (12th Printing, 1970)
   866 Third Avenue
   New York, New York 10022

3. Language Arts in Childhood Education, (pp. 66-67).
   Burns, Paul C. and Alberta Love
   Rand McNally & Co., 1966
   Chicago, Illinois

4. Aids to Psycholinguistic Teaching, (Chapters 1, 3 and 8).
   Bush, Wilma J. and Marion Taylor Giles
   Charles E. Merrill Publishing Company
   Columbus, Ohio

5. Improving the Teaching of Reading, (Chapter 7).
   Dechant, Emerald V.
   Prentice Hall, Inc.
   Englewood Cliffs, New Jersey

6. A Diagnostic and Prescriptive Technique: Handbook I: A Mainstream Approach to Identification, Assessment and Amelioration of Learning Disabilities, (Chapters 2, 3 and 5).
   Farrald, Robert R. and Richard G. Schamber
   Adapt Press, Inc., 1973
   Sioux Falls, South Dakota 57104

7. Auditory Processes.
   Gillet, Pamela
   Academic Therapy Publications, 1974.
   San Rafael, California

8. Teaching Children With Learning and Behavior Problems, (P. 223).
   Hammill & Bartel
   Allyn and Bacon, Inc.
   Boston, Massachusetts

9. Perceptual Communication Skills - Developing Auditory Awareness and Insight.
   Herr, Selma E.
   Instructional Materials and Equipment Distributors, 1969.
   1520 Cotner Avenue
   Los Angeles, California 90025

10. Learning Disabilities, (Chapter IV, pp. 66-146; 173-180; 183-190).
    Johnson, Doris and Helmer R. Myklebust
    Greene & Stratton, Inc.
    381 Park Avenue South
    New York, New York 10016

11. The Slow Learner in the Classroom.
Kephart, Newell C.
Charles E. Merrill Books, Inc.
Columbus, Ohio

12. Psycholinguistic Learning Disabilities, (pp. 101-102; 112-114; 138-139; 143-150; 154-161).
Kirk, Samuel and Winifred Kirk
University of Illinois Press
Chicago, Illinois

13. Handbook in Diagnostic Teaching, (Chapter 6; pp. 132-133).
Mann, Phillip H. and Patricia Suiter
Allyn and Bacon, Inc., 1974.
Boston, Massachusetts

14. The Remediation of Learning Disabilities, (Programs 22, 23, 24, 25, and 37).
Valett, Robert E.
Fearon Publishers, 1967.
Belmont, California

VISUAL PROCESSES:

DEFICITS AND TRAINING SUGGESTIONS

VISUAL ACUITY

The first step in assessing a child's visual functioning is to rule out the possibility of interference due to faulty acuity. The following list of observable behaviors is offered as a guide to classroom teachers in identifying children who may have vision impairments. These behaviors, especially when seen frequently and in combination, suggest the need for a vision screening test and possible referral for a professional vision examination.

I. Behaviors Indicative of Vision Acuity Difficulties

A. Poor attention to visual aids such as films, charts, chalkboard illustrations.
B. Holding books, toys, or pictures very close to the face.
C. Inability to catch large objects such as balls or bean bags.
D. Inability to find or locate specific objects within the room.
E. General clumsiness - frequently collides with other people, furniture, or doorways.
F. General air of disorientation or uncertainty in moving about, especially in unfamiliar areas.
G. Jerky, irregular or unsteady gait when walking or running.
H. Groping with hands or shuffling feet in attempts to locate doorways or objects.
I. Unusual reaction to bright light - extreme squinting or turning head to avoid the light.
J. Noticable, and seemingly uncontrollable, movement of eyes from side-to-side.
K. Tendency to cock the head to one side when looking at nearby objects.
L. Tendency for one eye to "wander" or to move independently of the other.
M. Tendency to turn books, papers, etc., at a right angle to the body when reading or writing.
N. Excessive squinting, blinking, closing or covering one eye when looking at an object.
O. Frequent rubbing of eyes; watering, or reddened eyes.
P. Frequent styes or encrusted eyelids.
Q. Thrusting head forward or backward while looking at distant objects.
R. Scowling or frowning while doing close work.
S. Irritability, restlessness or unusual fatigue following a sustained period of visual concentration.
T. Moving head rather than eyes while following a line of print or a moving object.
U. Frequent complaints of headache, nausea or dizziness, burning or itching of eyes, or blurring of vision following visual tasks.
V. Walks back and forth from seat to chalkboard when required to copy from the chalkboard.

II. Vision Screening Instruments

Vision screening programs are important and useful, but all have limitations. None of the commercially available batteries is sufficient to adequately evaluate the functioning of the total vision process. Results of these tests can provide a rough estimate but should not be considered conclusive. Teacher observations play a most important role in the process of determining a child's need for a professional vision analysis.

A. Snellen Chart Test of Distance Vision
B. Keystone Telebinocular
   Keystone View Co.
   Meadville, Pennsylvania
   1. Keystone Ready-To-Read Tests
   2. Keystone Rapid Vision Screening Tests
   3. Keystone Visual Survey Tests
C. Orthorator
   Occupational Vision Tests
   Bauch and Lomb Incorporated
   Rochester, New York

III. Classroom Accomodations for Increased Visual Efficiency

A. Insure proper lighting conditions.
   1. Desks should be arranged so that no child works in his own shadow.
   2. Arrange seating so that no child faces direct light from windows.
   3. Use diffused artificial light when daylight is insufficient.
B. Lighten and vary visual requirements.
   1. Reduce the reading load by using other means of learning, such as movies, discussions, large pictures, etc. This practice will also provide a change from near-point to far-point vision.
   2. Avoid instructional materials with highly glazed paper which can produce harmful glare.
   3. Children with distance vision difficulties should be seated close to the chart or chalkboard from which they must read or copy.
   4. Avoid prolonged near-point activity by providing rest periods. Music, art, discussions, etc., can be worked into the daily program to provide variety in vision activities.

IV. Accomodating the Visually-Impaired Child in the Classroom (Partially-sighted or blind)

A. Seek the assistance of local agencies and organizations in obtaining tutors and special materials (large type or Braille books).
B. Try to maximize the efficiency of the vision the child has.
C. Provide training in the extensive use of the other senses.
D. Provide for the development of skills which will enhance the child to move about with safety and independence.

E. Introduce the child to each new environment by physical contact and verbal description. Help him learn routes for getting in and out of the room, to restrooms, and to various work areas.
F. Provide practice in the location and identification of sounds.
G. Provide training in tactile discrimination and memory.

V. Resource Agencies

A. American Foundation for the Blind
Department of Education Services
15 West 16th Street
New York, New York 10011

B. American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

C. Association for Education of the Visually Handicapped
1604 Spruce Street
Philadelphia, Pennsylvania 19103

D. Bureau of Education for the Handicapped
U. S. Office of Education
U. S. Department of Health, Education and Welfare
Washington, D. C.

E. Local resources can usually be located through the City or County Referral Agency Index, the telephone directory, etc.

VISUAL PERCEPTION

Visual perception is the ability to recognize visual stimuli and involves reception, interpretation and identification of these sensory impressions. The visual channel is one of the most important avenues through which children receive information about their physical and social environments. A vast amount of learning takes place through the visual processes. Input to the brain is a dominantly visual process; it is vision that allows a person to perceive patterns, colors, and dimensions as well as succession, movement and change and is therefore the primary sense for spatial organization. It is also a temporal sense. Adequate visual perception, within this framework of space and time, is dependent upon a person's previous experiences and the involvement of the other receptive channels.

Visual perceptual development is basic to cognitive processes. It is "learning to learn" - the means whereby a person builds information - processing skills upon which the quantity and quality of later learning is dependent. Cohen (pp. 78-80) cites evidence of studies which show that the basis of higher cognitive processes is perceptual-motor behavior, and that visual development progresses from a motor, to a perceptual, to a cognitive level. Early perceptual learnings are extremely important in developing the central mediating processes through which a person attends to, perceives, interprets and profits from incoming stimuli.

I. Perception of Position in Space and Spatial Relationships

A. Symptoms or Behaviors Indicative of Dysfunction
   1. Clumsy or inadequate control of one's body.
   2. Has difficulty understanding words designating position, such as, in, behind, left, right, over.
   3. Letters, numerals, pictures and words may seem distorted and result in reversals and rotations.
   4. Does not know names of body parts, where they are located or the relationship of body parts to each other.
   5. Has difficulty organizing oneself physically for a task.
   6. Has problems with right-left discrimination and left-to-right orientation.
   7. Will have difficulty with mathematical concepts dealing with sizes and lengths.

B. Compensatory Suggestions
   1. Use gestures and dramatizations to illustrate use of terms denoting body parts or spatial relationships.
   2. Keep task requirements within the range of the child's ability. (If a child cannot hop, do not ask him to jump rope.)
   3. Provide a model for the child to follow: ("Follow Billy and line up at the right of the piano.")
   4. Designate the starting point on a paper or a page. (Use an x or an arrow. On the board or chart paper, the first letter may be green.)
   5. Mark (inconspicuously) the child's right hand.

C. Developmental and Remedial Suggestions

1. Physical activities

a. Balancing - walk on raised areas such as a 2" x 4" on the ground, low wall, curb, or line on ground floor, as well as balance beam.

b. Angels in the Snow (Kephart).

c. Lie on floor activities using homolateral, uni-lateral and cross-pattern play.

d. Climbing - sloping ladders, trees, jungle gym.

e. Walking - vary speed; sideways and backwards; on heels and toes.

f. Running - same as walking.

g. Moving through space
   (1) duck walk
   (2) kangaroo walk
   (3) crab walk
   (4) spider walk

h. Hopping - Jumping
   (1) Begin with jumping with both feet together, over a stationary line or rope.
   (2) Raise height of rope gradually.
   (3) Try hopping over on one foot, then the other.
   (4) Practice hopping to a rhythm on alternate feet, such as right-2-3-4, left-2-3-4.

i. Marching, Galloping, Skipping
   (1) March to oral cadance and in response to oral directions.
   (2) March to drum beat or music.
   (3) Galloping should precede skipping instruction as one foot leads in a step-slide, step-slide pattern.
   (4) Teach skipping in a rhythmic pattern of step-hop, step-hop on alternate feet using a slow, deliberate movement initially. Pace can be quickened as skill increases.
   (5) Both galloping and skipping can then be done to music and used in simple circle dances and folk dances.

2. Games

a. Tag - Leap Frog

b. Croquet

c. Bowling

d. Dodge Ball and other ball games

e. Follow-the-Leader

f. Hop-Scotch

g. Horse Shoes

h. Pitching objects (bean bag, "Nerf" balls, plastic baseballs) at a line, basket, etc.*
i. Sack Races - Wheelbarrow Rolls

3. Body Localization Activities
   a. Teach basic part location.
      (1) Direct the child to: "Point to your eye", "hand", "hair" etc.
      (2) Touch the pupil's foot, etc., while asking, "What is this?" and demand a verbal reply.
      (3) Have the pupil locate and name various body parts on the examiner.
   b. Repeat above procedure for finer parts such as eyebrows, forehead, wrist, etc.
   c. Body tracing: the pupils trace body outlines of each other on large sheets of brown or white paper. Parts can be labeled, colored or painted.
   d. Use mirrors and photographs for locating and naming body parts.
   e. Paper dolls can be cut apart and assembled, or use simple puzzles of a human figure.
   f. Games such as "Simon Says" and "Hokey-Pokey" can be reinforcing and motivating.

4. Laterality - Directionality Activities
   a. Have the child verbalize a sequence of prescribed movements, perform the movements, and verbalize again. For example, "Walk forward 3 steps, turn to the left (toward chalkboard), walk 3 steps and turn to the left again."
   b. Use finger plays.*
   c. Walk or move through a maze or obstacle course devised from objects and furniture in the classroom.
   d. Run through a chair maze in the room or through an outside maze. Use time records.
   e. Work with spatial terms, such as <u>over</u>, <u>under</u>, <u>between</u>, <u>behind</u>, etc.
      (1) Give directions for the child to follow: "Climb <u>over</u> the box, crawl <u>under</u> the table."
      "Joe, stand <u>between</u> Tim and Sue."
      (2) In performing activity (1) above, have the child verbalize what he will do and then after completing the series of directions, tell what he did.
      (3) Use objects to demonstrate the use of terms. "Put the book <u>behind</u> the box."
      (4) Reinforce with "action" plays, songs, poems, or nursery rhymes* such as:

*Specific activities are suggested in the section entitled, "Supplementary Activities".

HANDS

My hands upon my head I place
On my shoulders, on my face.
On my hips I place them so.
Now behind my back they go.
Now I raise them up so high.
Make my fingers fairly fly.
Now I clap them one, two, three.
Then I fold them silently.

f. Use identifying mark on the right hand and foot, then give directions such as, "Shake your left foot."
g. After body parts are known, teach left and right ears, legs, ankles.
h. Trace and cut out left and right hands. They can be colored and placed in front of the room for easy reference.
i. Outlines of hands can also be used for following directions such as, "Color the left thumb red."
j. Have the pupil imitate teacher's or another child's movement and name the part being moved, such as "right foot".
k. Teach marking and drawing on specified parts of a paper according to directions. "Make a tree on the left side of your paper at the bottom. Make a bird fly over your tree. Put three flowers at the right of the tree."
l. Teach map directions and label the north, east, south and west sides of the room.
m. Use directional terms informally throughout the day. "Put your completed papers on the right side of my desk", etc.
n. Have the pupils identify the location of objects and persons in pictures.
o. Have pupils duplicate pegboard patterns or patterns at the chalkboard. Blocks, parquetry blocks, mosaic tiles can also be used.
p. Have pupils follow mazes and dot-to-dot patterns from left to right.
q. Have pupils use sequence puzzles or cartoons and arrange in order from left to right.
r. Have pupils trace patterns and words in the desired left to right, top to bottom direction.
s. Have pupils use chalkboard activities - circles with both hands, horizontal lines.
t. Have pupils use geometric form templates for tracing at the chalkboard, then on paper, verbalizing the directional movements as they are done.

II. Figure-Ground Perception

A. Symptoms or Behaviors Indicative of Dysfunction
1. Seems to be disorganized and inattentive.
2. May have difficulty shifting his attention to a new, relevant stimulus.
3. Has scanning or tracking problems.
4. Unable to find and keep his place on a page.

5. Skips words, sentences or entire sections of a selection.
6. Is unable to "find" things even when they seem readily apparent to others.
7. May have difficulty copying from the board or a book.

B. Compensatory Suggestions
1. Encourage the child to use his finger or a marker to help keep his place and guide his eyes across a line of print.
2. Severe cases may benefit from using a marker with a "window" which will expose only one line of print or a few words.
3. Shorten copying assignments.
4. When possible, arrange problems and sentences to be copied so that they are not crowded or cluttered too closely together.
5. Reduce stimuli. If possible, provide an individual study booth or place the child's desk in a position which will restrict or limit the perceptual environment.

C. Developmental and Remedial Suggestions
1. Provide practice in discriminating and categorizing objects in view such as square things, paper things, etc.
2. Specify particular objects to be found, gradually choosing objects which differ minimally from others around it.
3. Have child find an object that is different from surrounding ones, such as a small button among large ones.
4. Provide practice in sorting objects according to size, color, shape or texture. This can eventually be done with letters and words. (Tall letters, round letters, etc., or words with tails, with three letters.)
5. Give practice in perceiving and differentiating objects which are in <u>front</u> or in <u>back</u> of others, and then, do the same with parts of pictures.
6. Use puzzles (beginning with simple figures) and figure completion exercises.
7. Specify hidden figures to be found.
8. Find one's name in a list of names.
9. Find a specified letter or word imbedded in others.
10. Tracing:
    a. Use stencils.
    b. Follow intersecting lines.
    c. Outline intersecting and overlapping figures.
11. Write known sight words on magazine pictures or pages and have child find them.
12. Sight words can be mounted on newspaper or other busy background and used for drill.
13. Provide practice in scanning by playing "Find It". Specify a known word or phrase to be found on a designated page of a book. For example: "On page <u>15</u>, find the word <u>mark</u>." With older children, this activity can be correlated with a review of vocabulary words, or of a social studies or science unit.

III. Perceptual Constancy of Shape and Size

A. Symptoms
1. Unable to generalize with regard to visual material and to develop concepts based on recognizing constant likenesses despite variences of color, brightness, size or position.

2. Is unable to recognize a known letter, number or word when it is presented in a new context.
3. Cannot transfer knowledge of a letter or word to that word if it is presented in a different color or type and size of writing.

B. Developmental and Remedial Suggestions
1. Finding objects of the same size and some of a different size to a designated one. Objects should be included which vary on the three dimensions of height, width, and depth.
2. Have children sort objects according to size.
   a. Begin with 2 sizes (tall and short).
   b. Add a third intermediate size.
   c. Gradually add varying sizes and have them arranged from smallest to biggest or vice versa.
3. Identify similar shapes by specifying a circle, for example, and having the child find objects which contain a circle.
4. Sort objects according to shape. Gradually present those which require finer discriminations such as circles and ovals.
5. Matching activities
   a. Have children match cut-outs of various geometric shapes, letters or words to like ones which vary in size, color or style.
   b. Write a letter or word on the chalkboard and have a child match it by choosing the letter or word card from a sequence of four or five.
6. In all these activities, lead the child to discover, and discuss with him the characteristics of the square, or a dog, etc., which remain the same and allow us to recognize it despite variances.

IV. Visual-Motor Coordination

A. Symptoms
1. May exhibit difficulty in dressing or performing routine household tasks.
2. May be clumsy and inept at sports and games.
3. Will experience problems in tasks involving cutting, pasting, coloring or drawing.
4. Will exhibit poor writing.
   a. Faulty or inaccurate letter formation.
   b. Irregular spacing between letters and words.
   c. Difficulty placing letters on and keeping them within lines.
   d. Writing may be light and unsteady or "wobbly".
5. Seldom completes written assignments due to fatigue and frustration generated by these tasks.

B. Compensatory Suggestions
1. Provide large-sized pencils and crayons.
2. Keep cutting, drawing and coloring projects simple, omitting much detail work.
3. When possible, let children work with partners for art or craft projects.

4. Try to reduce written assignments or to divide them into smaller segments.
5. Encourage the child to use his finger as a spacing guide between words.
6. Let him use a typewriter for assignments if at all possible. (This not only lets him by-pass his deficit, but is very motivating and may also contribute to the amelioration of this weakness.)
7. Avoid embarrassing the child by asking him to perform physical activities alone or in front of a group.

C. Developmental and Remedial Suggestions
   1. Provide a physical education program which will include activities designed to:
      a. coordinate vision with hand and arm movements, i.e.,
         (1) catching and throwing a ball or bean bag.*
         (2) rolling a ball, hoop or tire.
      b. develop the lower limbs and explore ways of moving the entire body through space, i.e.,
         (1) walking and running at different speeds and different directions.
         (2) jumping, hopping, leaping.
         (3) galloping and skipping.
         (4) combinations of the above means of locomotion.
      c. develop strength and flexibility in the trunk.
         (1) bending and crouching.
         (2) calesthenics and climbing.
         (3) animal imitation walks.
   2. Fine-motor coordination
      a. hit balloon.
      b. use pegboards.
      c. pick-up sticks or Barrel of Monkeys.
      d. sew and lace with large needle and yarn.
      e. bead stringing.
      f. cutting and pasting activities, from very simple to complex.*
      g. squeeze soft balls and manipulate clay to develop strength and dexterity.
   3. Chalkboard Activities
      a. Use program developed by Kephart.*
      b. Use templates (such as the Winter Haven templates) for tracing, copying and finally, reproducing free hand.*
      c. Draw straight lines from point to point - horizontally, vertically and diagonally.*
      d. Draw lines between boundaries that become increasingly narrow and complex.
      e. Trace along broken lines.
      f. Draw or reproduce simple figures and designs without guidelines.

*Specific suggested activities are included in the section entitled, "Supplementary Activities".

4. Pencil and Crayon Activities
   a. Follow mazes in left to right progression.
   b. Trace mimeographed patterns and designs.
   c. Follow dots which form a pattern - use dot-to-dot books.
   d. Copy simple patterns and designs.
   e. Reproduce simple designs from memory.
   f. Use coloring books - have child outline major figures and color within the lines.
   g. Free-hand scribbling on large sheets of newsprint can be done to encourage free movement of hand and arm, and to reduce rigidity. This activity can be varied by having the children draw to music.
   h. Ordinary lined writing paper is an inexpensive medium which can be used to provide practice in tracing over and between lines, and in going from point to point. Paper with lighter lines and smaller spaces can be used as skill increases.
   i. Lists of commercially prepared materials will be found at the end of this section.
5. Handwriting - Competency in #4 above should be attained before letter formation is begun.
   a. Use sand, salt or "grits" tray for tactile input in letter formation.
   b. Use sandpaper, beaded or wooden letters for tracing.
   c. Letters can also be written on the chalkboard or with crayon on manila papers for tracing and copying.
   d. A correct model for tracing and copying letters can be provided by covering a teacher-made sheet with plastic or acetate which can be written on with crayon or marking pen and then wiped clean. (Commercial materials available are listed in Materials section.)
   e. Continual instruction in handwriting is necessary.
      (1) This should be a daily structured activity.
      (2) Each lesson should be limited to one specific objective which is related to the children before the lesson. "Today we are going to try very hard to make each letter sit on the line."
      (3) The evaluation of the activity should then be limited to the day's specified objective.
   f. Independent practice should be supervised so that errors are immediately corrected and faulty learning is not "built-in" through repeated erroneous practice.

VISUAL PERCEPTION - REFERENCES

1. Frostig Program - Teacher's Guide.

2. Cohen - Teach Them All To Read.
   Chapter 5, pages 77 - 131.

3. Farrald - A Diagnostic and Prescriptive Technique.
   Chapter IV.

4. Kirk - Psycholinguistic Learning Disabilities.
   Pages 104; 162 - 167.

5. Bush - Aids to Psycholinguistic Teaching.
   Chapter 2, pages 33 - 56.

6. Valett - The Remediation of Learning Disabilities.
   Programs 1 - 21.

7. Mann - Handbook in Diagnostic Teaching.
   Chapter 6.

8. Johnson - Myklebust - Learning Disabilities.
   Pages 26 - 47; 152 - 172.

9. Harris - How To Increase Reading Ability.
   Chapters 9, 10, 11.

SUPPLEMENTARY ACTIVITIES

Visual Perception Skill Development

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SUPPLEMENTARY ACTIVITIES

Activities Using Bean Bags

I. Walk in single circle formation with bean bag on head.

Variations:
a. run slowly
b. skip slowly
c. skip slowly and crouch on 5th count
d. hop with bean bag on head
e. hop with bean bag on raised knee
f. hop with bean bag on raised foot
g. march while throwing and catching bean bag
h. duck walk with bean bag on head

II. Face center of circle, place bean bag to right of foot. At given signal all jump over own bean bag sideways to R. Repeat jumping to L.

Variation:
a. hop around bean bag on one foot
b. change feet and direction

III. Facing center of circle, bean bag in R. hand, raise L. knee to front and pass bean bag from one hand to the other under raised knee.

Variations:
a. pass bean bag under R. knee
b. walk passing bean bag first under one knee then the other
c. jump and pass bean bag under both knees while in the air
d. lunge forward and pass bean bag under R. knee with L. hand and reverse

IV. Hold bean bag in R. hand, raise hand over and behind head, drop bean bag to L. hand which is behind back waist high. Repeat using other hand.

V. Hold bean bag in L. hand, bend L. hand behind waist, reach up, bend R. arm over shoulder, take bean bag from L. hand. Repeat changing hands.

VI. Stand astride, R. arm sideways holding bean bag drop, twist to catch with L. hand without moving feet. Repeat using other hand.

VII. Stand astride, place bean bag on head. Tilt head backward - catch bean bag behind back waist high.

VIII. Hold bean bag chin level. Allow to drop - catch in full knee bend position before it hits floor.

IX. Face center throw bean bag into the air, execute following activities before catching:

a. clap hands once
b. clap hands twice, etc.
c. touch knees
d. touch toes
e. clap hands behind back
f. clap hands behind back then front
g. slap thighs

Activities Using Bean Bags (Continued)

X. Throw to self and catch - between throwing and catching do "morning clean up".

a. wash hands
b. wash face
c. wash neck
d. put on shoes
e. brush teeth, etc.

XI. Throw to self and catch:

a. with legs crossed
b. on one foot
c. kneeling
d. sitting

XII. Hands and knees on floor with bean bag on small of back. Without moving hands or knees, shake bean bag off.

XIII. Cross leg, sit with bean bag on head. Get up without using hands or knees and not losing bean bag.

XIV. Toss bean bag over head (sideways) from hand to hand.

XV. Sitting on floor, push bean bag around body.

a. kneeling on floor - execute above
b. lying on ground - execute above

XVI. Toss bean bag through legs to partner.

XVII. Slide bean bag on floor to partner.

XVIII. Alternate tossing and sliding bean bag to partner.

XIX. In pairs - one holds bean bag at arms length and releases it at any time. Partner stands with one hand above bean bag and tries to catch it before it reaches the floor.

XX. Stand back to back - pass bean bag through legs and he returns bean bag overhead. Repeat exchanging directions and motions.

XXI. Using targets:

a. toss bean bag to a line
b. toss bean bag into a circle
c. toss bean bag through a stationary hoop
d. toss bean bag through a moving hoop

Finger Plays

Family

Here is a house for Jimmy	(Fold fingers right hand over doubled left fist.)
And here's his yard for play	(Make circle with 2 arms, fingers touching)
Here is the mother who cares for the house	(Point to thumb on left hand)
And the daddy who works every day	(Point to forefinger)
The sister likes to help mother	(Point to middle finger)
The brother and Jimmy help too	(Point to ring and little finger)
Their home is a place where they are happy and safe. And they love their home just as you do.	(Repeat house)

The Family

This is my father	(Hold up thumb)
This is my mother	(Hold up pointing finger)
This is my brother tall	(Hold up middle finger)
This is my sister	(Hold up ring finger)
This is the baby	(Hold up little finger)
Oh, how we love them all	(Clasp hands, fingers interlaced)

Grandma's Spectacles

Here are grandma's spectacles	(Make circles with your fingers and thumb: Hold them over your eyes like glasses)
And here is grandma's hat	(Put hands over head and make pointed hat)
And here's the way she folds her hands	(Fold hands, place in lap)
And puts them in her lap	(Sit with toes pointed)

Finger Plays (Continued)

Grandma's Spectacles - continued

Here are grandpa's spectacles	(Make larger glasses with finger and thumb)
And here is grandpa's hat	(Make larger pointed hat)
And here's the way he folds his arms	(Fold arms across hat)
And sits like that	(Sit with legs crossed)

The Little Houses

Two little houses closed so tight	(Two tight fists)
Let's open some windows and let in some light	(Thumb and index finger windows)
Ten little finger people, tall and straight	(Fingers up straight)
Ready for school at half-past eight	(Fingers run away)

Houses

This is a nest for Mr. Bluebird	(Cup hand, palms up, little fingers together)
This is a hive for Mrs. Bee	(Fist together - palm to palm)
This is a hole for Bunny Rabbit	(Fingers clasped to make a hole)
And this is a house for me	(Fingers together to make a peak)

Ready for School

This is the circle that is my head	(Raise your arms above your head to make a big circle for the HEAD)
This is the mouth with which words are said	(Point to your mouth)
These are my eyes with which I see	(Point to your eyes)
This is my nose that's part of me	(Point to your nose)
This is the hair that grows on my head	(Point to your hair)
This is my hat all pretty and red	(Put your hands on your head and make a pointed hat)

Ready for School - continued

This is the feather so bright and gay (Use your pointing finger to make a feather)

Now I'm all ready for school today

Right Hand, Left Hand

This is my right hand (Right hand up high)
I'll raise it up high

This is my left hand (Left hand up high)
I'll touch the sky

Right hand, left hand (Gesture right hand, gesture left hand)
roll them around

Left hand, right hand (Make fist and pound)
Pound, pound, pound

Miss Polly

Miss Polly had a dolly (Rocking baby motion)
Who was sick, sick, sick

So she telephoned the doctor (Left fist to mouth, Right to right ear)
To come quick, quick, quick

The doctor came with his bag (Left hand holds bag, right palm on top of head)
and his hat
And he rapped the door (Knock with right knuckles)
with a rap, rap, rap

He looked at the dolly (Shake head from side to side)
And he shook his head,
And he said, "Miss Polly (Point finger)
Put her straight to bed."

He wrote on a paper (Left palm for paper, write)
For a pill, pill, pill

"I'll be back in the morning (Right palm extended - 3 times in rhythm)
with my bill, bill, bill."

Soldiers

Five little soldiers (Hold up five fingers on right hand)
Standing in a row

Three stood straight (Three fingers up)

And two stood so! (Thumb and little finger touching)

Finger Plays (Continued)

Soldiers - continued

Along came the captain	(Move pointing finger of other hand in front of right hand)
And what do you think?	(Quickly straighten all fingers)
They all stood straight	
As quick as a wink	

The Orange Tree

Way up in the Orange tree	(Point way up)
Five little oranges smiled at me	(Frame face with hands, smile)
I shook that tree as hard as I could	(Shake tree)
Down fell the oranges	(Make falling motions)
M-m-m they were good	(Rub tummy)

Two Tall Telephone Poles

Two tall telephone poles	(Hold up forefingers)
Between them a wire was strung	(Make a bridge of middle fingers)
Upon the wire hopped two little birds	(Place ends of thumbs on middle fingers)
And swung and swung and swung	(Move hands in swinging motion)

The Train

Choo! Choo! Choo!	(Slide hands together)
The train runs down the track	(Slide fingers down arm)
Choo! Choo! Choo!	(Hands together again)
The train comes running back	(Slide fingers down arm)

Action Plays Which Tell You What To Do

Hands on Shoulders

Hands on shoulders, hands on knees
Hands behind you, if you please;
Touch your shoulders, now your nose
Now your hair and now your toes;

Raise your hands 'way up so high
And let your fingers swiftly fly
Then hold them out in front of you
While you clap them, one and two

Action Plays

Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
Two little hands reach high in the air.
One little body gets up out of the chair.

Two little hands go thump, thump, thump.
Two little feet go jump, jump, jump.
One little body turns around and around.
One little body sits right back down.

Can You?

Can you hop like a rabbit?
Can you jump like a frog?
Can you waddle like a duck?
Can you run like a dog?
Can you fly like a bird?
Can you swin like a fish?
Can you sit very still like a listening child?

Ball Exploration

Allow time to explore with ball -

Bounce on low table to maintain short bounce.

Bounce waist high, head high, knee high, faster, slower.

Make circle, bound ball in circle, stand outside.

Bounce ball outside circle, stand inside.

Bounce ball inside circle, also standing inside.

Start bouncing - how low can you get and still keep ball bouncing? Get up, keep ball bouncing. Try other hand.

Bounce ball and look away - other hand.

Have ball bounce, go around ball; another way.

Roll, run and field the ball.

Throw the ball up a little higher than your head and catch it before it bounces; higher.

Throw the ball in the air and clap your hands before you catch it. How many times can you clap?

Toss the ball in the air and catch it while walking.

Throw the ball up while standing, catch it sitting; lying.

Keep the ball in the air without catching it or throwing it - use your hands.

Move among friends without bumping while bouncing the ball. Look around to avoid bumping.

Partners

Roll the ball to your partner.

Bounce the ball to your partner.

Do a two-handed bounce to your partner.

Do a one-handed bounce to your partner.

Do a one-handed bounce (with the other hand to your partner).

Ball Exploration (Continued)

Partners - continued

Play catch - take a step backward and throw until you miss.

Let ball bounce and hit if to your partner so that he can catch it - using 2 hands, 1 hand.

Do it without letting ball bounce first.

Hit the ball out of your hand to your partner.

CUTTING: A KINESTHETIC TOOL FOR LEARNING

A pair of scissors can be an important tool for learnings associated with academic readiness. Through cutting, many experiences may be given that will develop readiness in such areas as:

1. Eye-Hand Coordination. (Basic to writing) Has the child developed sufficient control of hands and eyes so that he can make them work together? The child who can cut proficiently can better understand relative lengths and better control a pencil or crayon. Cutting is a tangible demonstration of mastery in eye-hand coordination.

2. Visual Perception. (Basic to reading) Can the child discriminate differences in curves, straight lines, diagonals and combinations that will make up shapes and forms? The child who has difficulty in this area will find cutting an excellent means of developing this type of visual discrimination.

3. Spatial Meanings. (Basic to number readiness) Does the child have an adequate understanding of basic word meanings such as big, little, short, long, wide, narrow, before, after, back, front, top, bottom, middle, etc.? Concrete cutting experiences are another meaningful way of developing these spatial concepts. If cutting exercises and activities such as those described within this article are accompanied by appropriate language (verbal mediation), the kinesthetic sensations and the attached word meanings supplement one another in a valuable reinforcement of learning.

SEQUENTIAL STEPS FOR BEGINNERS

The following sequence in teaching cutting skills is suggested after the child has mastered the basic fine muscle operations in handling scissors.

1. Random fringing: The child is given a six-inch square of construction paper to discover for himself the combined muscle sensations of cutting.

2. The one-snip strip: The child is given a three-quarter inch narrow strip of paper sectioned at one-inch intervals by thick lines. Only one snip of the scissors is needed to cut off each section. Subsequent narrow strips have thinner lines and smaller sections. This skill can be applied at once by the child in a creative craft activity such as mosaic paper designs.

3. Practice strip for straight line cutting: In this step the teacher presents wider strips (two inches) crossed at three-inch intervals with thin lines that require several strokes of the scissors. A practical use for these sections would be name tags and labels around the room.

4. Half-snip strip: The cutting guide lines on this strip extend only half the width and with this step the child begins to develop control of the length of line.

5. Long and short lines: A wide strip with alternating long and short lines helps the child to further refine control of his cutting stroke. The long line goes completely across the strip, while the short one only goes half-way. These units, when cut off, can be interlocked and used in many creative ways in classroom projects.

6. Cutting curves: Procedures used in cutting straight lines are used again in cutting curves in both directions. When curves are mastered, children are able to cut out such objects as leaves, feathers, fish, etc.

7. Zig-zag strips: Changes of direction are practiced through use of these strips. This skill may be applied in cutting such forms as crowns, mountain peaks, Christmas trees, etc.

Kephart's Chalkboard Activities

One of the most direct methods of testing the child's adequacy in directionality is through observation of his performance on a chalkboard.

1. The child is asked to produce a movement which wil. leave a trace in the form of a line on the chalkboard which will possess certain characteristics of shape and size.
2. The child is required to develop a memory (visual) image of a given shape in response to instructions - translates this into a movement pattern and produce the required movements.
3. Compare performance on either side of the body, particularly when both sides are required to perform simultaneously.

What to look for:

1. Evidence of problems with laterality.
   (a) Inability to regulate one side of the body to accommodate what is occurring on the other side.
   (b) Frequently the other hand is tense or even performs abortive movements imagining those of the active hand.
   (c) Often tends to neglect one hand and results in observable distortions in performance between the two hands.
2. Problems of midline whenever performance must cross the line.
   (a) Extreme cases - child observed to split his performance, performing that part lying to the left of the midline with his left hand and that part lying to the right with his right hand.
   (b) Less severe cases - the child distorts the position of his body or the position of the drawing with relation to his body - throws all the activity to one side of the midline and thus avoids the problem of crossing.
   (c) Most important is how the child performs rather than the product he achieves.

Chalkboard Training:

1. Child stands away from the chalkboard - uses arm and shoulder for free-flowing movements. (Scribbles freely to get the feel of the movements.)
2. Encourage rhythm and discourage friction or tight movements.
3. Call child's attention to his trace pattern.

Chalkboard (Directionality):

Teacher stands beside the child at the chalkboard. She places a dot at random on the board. The child places his chalk on the dot. The teacher then places another dot at random on the board and the child draws a line from the first dot to the second dot. The teacher then makes another dot and the child draws a line from the second dot to the third dot without lifting his chalk from the board. Continue in this manner, the teacher always waiting until the child has drawn his line, before placing the next dot.

1. Encourage nice straight lines.
2. Shorter lines are easier.
3. Some children overshoot target dot (Let him bump at the target dot. Use a stopper.) As an aid, say: "Hit the dot." As child gains skill place dots at greater distances and increase tempo of game.
4. At first, the child will be distracted if he must cross a line that he has already drawn. Therefore, at first, place dots so he is never required to cross line he has previously drawn.

Crossing the Midline:

As the child increases in skill in drawing from dot to dot, we can begin to cross the midline. As he gains skill with the specific problem of crossing, we can increase the extent of the movement across the midline so that eventually we can ask him to draw from full arms length in one direction to full arms length in the opposite direction.

The child should not avoid the midline problem by walking back and forth in front of the chalkboard, or by pivoting his body at the hips so that the midline is thrown at various angles.

The Clock Game:

This is a sighting or aiming type of activity. When the child has determined a single direction, it is only necessary for him to move his hand in this predetermined direction.

Purpose: To orient both sides of the body simultaneously in a given direction.

On the chalkboard locate 8 numbered points equally spaced around the circumference of a circle approximately 18 inches in diameter. The box in the center labeled 0 is the goal for all movements terminating in the center of the circle.

Instruct the child to place the right hand on one number and the left hand on a second number. Then ask him to move the left hand to a prescribed number which you call out to him. He should move both hands simultaneously and they should arrive at their goals at the same time.

Opposed Movement: (Use same clock form)

In this pattern of movement the child is started with his two hands on the circumference of the circle and asked to bring them both toward the center. The child is asked to bring both hands to the center box 0 simultaneously.

Movements from outside in are easier than from inside out.

Next is movement away from center box 0.

The child begins with both hands at the center box and upon command moves out to numbers designated by the teacher.

Parallel Movement:

We require the hands to move parallel to each other. The child is asked to begin with his left hand on 7 and his right hand on 0. He is then asked to move his left hand to 0 and his right hand to 3. Both hands are moving in a left-right direction and are moving the same distance.

Movement with Crossed Meridians:

In this activity, one hand is required to move in one direction while the other hand moves in another direction. The child is asked to place his left hand on 7 and his right hand on 1. At command, he is asked to bring both hands together at 0. In order to do this, one hand must travel in a lateral direction while the other hand is traveling in a vertical direction. The final goal should be reached simultaneously with both hands. The child should be encouraged to maintain visual fixation on the 0 center box.

Chalkboard Orientation:

Ask the child to stand before the chalkboard with a piece of chalk in either hand. Ask him to describe circular motions with both hands simultaneously. Then ask him to bring the chalk in contact with the board so he is drawing circles with both hands simultaneously.

1st clockwise with left hand - counterclockwise with right hand.
2nd counterclockwise with left - clockwise with right.
3rd clockwise with both hands.
4th counter clockwise with both hands.

The Lazy Eight: (10" high - 24" wide)

Reverse direction.
Trace this figure in both directions with the right hand and in both directions with the left hand.

Drawing and Copying:

This is a new task for the child. He is now asked to exert a constant visual control over the motor movement pattern. Visual control is dominate and motor activity is subservient in this activity. In the drawing and copying activities, we now attempt to bring one hand under constant control of the eye.

The Circle:

The teacher stands in front of the child and describes a circular movement with her hand and arm. The child is asked to imitate this movement. If he has difficulty, use the templates. When a child can copy a form we want him to be able to reproduce it from memory.

The order of copying:

1. The circle
2. The cross
3. The triangle
4. The diamond
5. The square
6. The rectangle

Follow these with complex forms - letters and words. The child is ready to learn to write.

Chalkboard Activities

Uni-Manual Training Procedures

A. Make a vertical row of dots on the chalkboard at about ten inches to the right of the center position and a similar row of dots to the left of the center position. Label each dot on the same horizontal line similarly and the vertical spacing between the dots should be about three inches. Use this pattern:

A.	.A
B.	.B
C.	.C

About 5 pairs of dots are sufficient. If he can draw lines to the dots easily, advance him to procedure B.

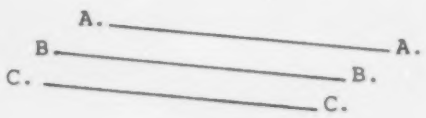
B. Construct two rows of horizontal dots with a vertical spacing of about twelve inches apart. In the horizontal row the dots should be about three inches apart. The chalkboard pattern will now be:

A	B	C	D	E	F	G
.	.	.	.	.	.	.
.	.	.	.	.	.	.
A	B	C	D	E	F	G

The student is asked to start with his chalk at the dot below the letter A and draw a CONTINUOUS line to the lower A. This is done for all the different letters, so that you end up with a series of vertical lines. Now have the student reverse the procedure and again make a series of vertical lines starting with the lower dots and going upward to the top dots. When the student can perform adequately on the horizontal and vertical lines, advance to the oblique lines.

C. Again two rows of dots are constructed and labeled but placed at an oblique angle:

The student scribes lines from a left-to-right upward direction. The dots can also be placed in the reverse pattern. The student scribes from left-to-right downward. The student must make a continuous line starting from one dot and ending at the other dot before we consider the student has developed adequate ability.



D. Combining straight and oblique lines. Using the rows of dots as in exercises A, B, and C above, ask the student to draw both horizontally (as in A) and obliquely, from the dot at the right to the second dot at the left.

Repeat using the vertical spacing of dots, as in exercise B above, and the oblique spacing as in C.

The student should make a continuous, rapid line from each dot to the next. Please note that these lines are drawn straight, quickly, and with a single, free motion, not painstakingly slowly with only hand or wrist movement.

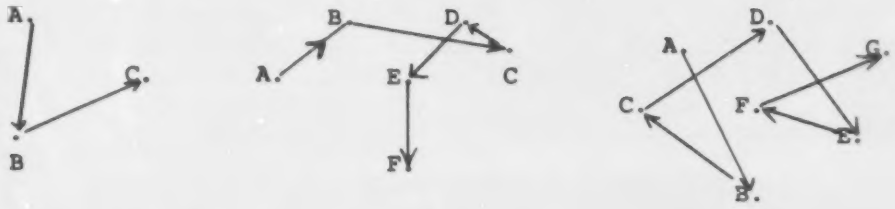
E. Repetitive Forms. This technique develops rhythm, shape or form, and the ability to maintain constancy of size. Two parallel lines are constructed across the board with a separation of about six inches and at the nose level of the student. The student starts with his chalk about four inches from the left edge of the lines and makes circles in a counterclockwise direction moving slowly towards the right as he scribes his circles. It looks like this:

As a variation of this, have the student scribe vertical lines in the same manner.

When the student can perform these visual-kinesthetic procedures with ease and accuracy we proceed to chase the leader.

F. Chase the Leader. You construct a series of three dots or more on a chalkboard and label them A, B, C....M. The student must go in the proper direction and continuously scribe a line from A to B and on to the last letter on the chalkboard. This teaches recognition of the letters of the alphabet in proper sequence, develops ability to rapidly scribe lines in all directions; it teaches the student to be able to make a rapid shift in direction (to draw angles) and it also enables the student to develop the ability to stay on his primary target in spite of the distraction of other lines in his field of view. Start with three dots, then increase to five, seven, etc.

F. Chase the Leader - continued



BIMANUAL TRAINING PROCEDURES

G. BIMANUAL CIRCLES. A fixation point, an X is placed on the chalkboard at the nose level of the student. The student is moved to about ten inches from the chalkboard. The student holds a piece of chalk in each hand and places the chalk in contact with the board at about one inch from the fixation point. The left chalk is at one inch to the left of the fixation point and the right chalk at one inch to the right of the fixation point. The student starts upward with each hand making a circle pattern on the board with each hand. The left hand is moving counterclockwise and the right hand is moving clockwise.

The student continues making the circles with both hands trying to improve on the contour of the form to make a perfect circle.

These movements may be changed by having the left hand move clockwise and the right counterclockwise, or both hands moving in the same direction. Whenever the board gets filled with circles the board is erased and a new fixation point marked. The student then continues the bimanual circles procedures.

H. BIMANUAL STRAIGHT LINES (Getman & Root) - A fixation point if placed on the board at the nose level of the subject. The student stands at normal near-point working distance from the board. He has a piece of chalk in each hand. The following pattern is followed:

E
F D
G C
H B
A . A
B H
C G
D F
E

The distance between the letters and the fixation point should demand full arm extension while the subject is about ten inches away from the board. The letters are placed in clock fashion about the fixation point.

Procedure 1. - Place one chalk on each "A". Scribe a line from A to the fixation point with each hand simultaneously and then back again to A. Move to B and continue similarly until all the letters have been used.

Procedure 2. - Start with the left hand chalk on the letter A in the outer

H. BIMANUAL STRAIGHT LINES - continued

circle, and the right hand chalk on the fixation point. Draw both hands simultaneously - left to the center, right to the outer circle.

Now bring both hands back to their original position, retracing the lines just drawn. Practice this for all the letters in the outer circle.

Reverse this practice by starting with left hand chalk on fixation point and right hand on outer circle. Draw to outer circle with left, and to center with right, and retrace back again. Repeat this practice with all the letters in the outer circle.

In these exercises, the student is drawing in opposite directions with each hand and then repeating by retracking back to the starting point.

VISUAL PROJECTION. Directionality training should be extended to include visualization of objects, distances, and directions. Games of describing his route to and from school, to the store or church, or while on a common auto trip, which require the student to visualize and describe direction are excellent. Other variations include describing the directions necessary to complete an errand at school or home, or the contents of a room or a store.

This training combines an emphasis upon directionality and ocular motility. It helps the student achieve control of his eye movements (ocular motility) and to improve hand-eye coordination, as well as to helping him get a better orientation to the left right, up-down, etc. This training is not only desirable for stabilizing the hand-eye movements of the student as these relate to the act of reading but also for increasing his verbal understanding of directions.

For this reason, responding to verbal directions and expressing or visualizing directions should be begun as early as possible. For example, as soon as the student can do well in exercise D, begin to ask him to do them upon command. Give the directions to start each motion as: "Right, Left, Right", etc. or "Down, Up, Down," etc.

The progression is from simple control of hand-eye movements in horizontal, vertical, and oblique directions; to combinations of these, as in exercise D; to doing these in response to a verbal command; and finally, to being able to talk about directions as in the last exercise.

As soon as the student has progressed through the Uni-manual exercises A to F, and does each one well, begin with the Bimanual exercises G and H at the chalkboard. When he can do these exercises well, begin repeating exercises with commands.

Training Form Templates

Begin with large forms at chalkboard. The teacher can work with 4 or 5 children at the chalkboard at one time. POSTURE IS VERY IMPORTANT. The children should stand in a relaxed position 12 to 15 inches from the board. Each child should put an "X" even with the tip of his nose to mark the eye level. The center of the template should be in this position. He should put his hand on the long side of the template. Using chalk have the child trace around the circle (the circle is used first) in a COUNTER-CLOCKWISE direction. (Eventually the child should be able to go in either direction.) The child should not lift the chalk and he should feel the edge of the template. The procedure should be followed 20 times. It is helpful to count as the child is doing this work to help pace him and prevent him from trying to work fast. After he has traced around the template 20 times have him remove the template and retrace the form on the board. Erase the form and ask him to draw it. Place the template over the form which the child has drawn on the board and see if they correspond in size, etc. This lesson should not take more than 10 minutes. Three templates can be used advantageously in one session. It may be advantageous for some children to trace each form in the air before working at the board.

After skill in outlining, the next step is visualization. Use the template and draw a circle. Have the child look at it and ask what animal he can make out of the circle. This should be done for several sessions.

Template Training Sessions Utilizing Small Forms

Materials:

- 8½ x 11" sheet of paper
- Pencil and eraser
- Template with all five forms

Put the child's name and the date in the corner of the paper. Have the child trace over the template forms in the air - holding the template at eye level and tracing around each form with his finger, going COUNTER-CLOCKWISE, very slowly, feeling the edges. Put the template down on the paper. Start with the circle, and trace each form 10 times (this can be increased) without stopping and in unison (teacher counts). Do not let the child raise his pencil while tracing. Remove the templates and have the child trace over each one of his work samples. Tell him to stay right on the line. This tracing is done in unison. Turn the paper over and draw the five forms just completed, drawing them the same size and in the same position as before. Trace over each form once more using the template. This training session should be held approximately 3 times a week. Another lesson might be tracing 4 of the forms at the top of the paper using the template, and seeing how closely they can be duplicated without the template.

VISUAL RECEPTION

Visual Reception or Visual Decoding, refers to the ability of the child to understand or interpret what he sees - the ability to comprehend the meaning of symbols, written words or pictures. Remediation is directed toward helping the child to attach meaning to words and other written symbols and to interpret gestures, facial expressions, body posture, and pictorial representations and drawings of objects and activities. Some of the activities for reception also involve activities demanding some visual association for it is difficult to draw a sharp line between the two processes.

I. Symptoms or Behaviors Indicative of Dysfunction

- A. Difficulty in translating visual symbols into meaning or to grasp meaning of pictures.
- B. The child may:
  1. not attach meaning to visual symbols.
  2. not observe things within his environment.
  3. lack experience.
  4. lack visual motor perception skills which are a prerequisite.
  5. not use visual imagery.

II. Compensatory Suggestions

- A. Develop adequate eye-hand and body coordination.
- B. Develop figure-ground perception, directionality, body image.
- C. Train child to recognize the spatial relationships of objects to each other.
- D. Allow the child to auditorize whenever possible.

III. Remedial Suggestions

- A. Teach the child to recognize and differentiate the position of objects in space:
  1. a chair in different positions.
  2. a face turned to right or left.
  3. objects above, below, beside each other.
- B. Work simple jigsaw puzzles.
- C. Kinesthetically manipulate things in the environment, such as toys, school materials, household objects.
- D. Provide experiences in organized field trips.
- E. Show film strips which expand knowledge of environment, have child identify objects or actions seen.
- F. Encourage a child to describe what he sees.
- G. Ask the child to look at a picture. Tell him what to look for: find the large tree, the red flower, the cat on the fence.
- H. Provide pictures of objects in books or magazines and have the child describe in detail and give their function.
- I. Group paper cutouts according to size, color or form.
- J. Train the child to talk about what he sees. Play games to see who can remember the most objects on the teacher's desk, in the principal's office.

K. Begin a story, finish with pictures and have child verbalize from pictures. Have child complete story by selecting appropriate pictures.
L. Display picture and have the child make up a story.
M. Select pictures to match actions.
N. Have the child interpret what others are doing - playing a piano, sharpening a pencil, riding a horse, hammering.
O. Utilize visual imagery.
    1. Have the student describe what he remembers seeing - his room, his best friend, a favorite toy, the view outside his window, at MacDonalds.
    2. Ask the pupil to draw what he has seen.
    3. Ask the child to feel an object then draw it or select an appropriate picture which matches the object.
    4. Show a child an object then have him find it in a box or bag among several other objects.
    5. Play "Let's Imagine'. Can a child imagine a dog with two legs? A tree with blue leaves, or a house with no doors? Draw it.
P. Have the child sort objects or pictures and categorize them. Then have him tell why certain things go together - table, chair, desk are furniture; apples, pears, grapes are fruit.
Q. Cut related items in two irregular pieces (table-chair, knife-fork) and have the child match items that go together.
R. Draw pictures in the air and see if the child can tell what was drawn. Children's names can also be used.
S. Have many art activities.
T. Use dot-to-dot drawings.
U. Use familiar picture cards. Expose a portion of a card and have the child name the object being shown.
V. Use charts, graphs, building plans and ask the student to interpret them.
W. Have the older student cut out small pictures of cars and use them in making diagrams to illustrate rules and regulations of safe driving. Draw various situations (use Driver's Manual for ideas).
X. Illustrate poems in a poetry notebook. Pictures cut from magazines may also be used.

VISUAL ASSOCIATION

Visual Association is the organizing process whereby a child sees the relationships between concepts presented visually. The child must keep two concepts in mind and recognize the correspondence between them. He must see that a needle and thread have a relationship because both are used for sewing.

I. Symptoms or Behaviors Indicative of Dysfunction

A. Shown a picture, a child with poor visual association is more apt to describe objects or label them than to tell a story or relate parts of the picture.
B. He may fail to detect absurdities in pictures.
C. He may do poorly in craft-work because he doesn't see the relationships among materials.
D. He may be unable to grasp the content of stories from a series of pictures.
E. He may have difficulty remembering two or more concepts and considering them in relation to each other.

II. Compensatory Suggestions

A. Allow the child to trace correct responses first.
B. Provide auditory clues as much as possible to assist the child in learning to use the visual modality more effectively.

III. Remedial Suggestions

A. Illustrate stories that have been read.
B. Categorize objects or pictures and explain modes of <u>why</u> <u>they</u> <u>go</u> together.
   1. modes of transportation
   2. farm animals
   3. fruits
   4. vegetables
C. Present a series of four pictures, three of which are related, one is not. Have him identify the picture which is not related; e.g., cow, dog, spoon, cat.
D. Distribute picture cards to children. A stimulus picture is then shown. The child who has a picture to match it may have it. The objects should not be exactly alike, but pictures of two different kinds of the same object - two kinds of chairs, houses, balls.
E. Have the child find pictures that satisfy two requirements: something that is round and red; small and sharp.
F. Identify opposite concepts presented in visual form.
   1. Begin with tangible characteristics; open-shut, big-little, full-empty.
   2. Present abstract ideas which will have to be verbalized: fast-slow, laugh-cry.

G. Incongruities in pictures or words; ask the child to tell what is wrong.
   1. bicycle with part of handle missing.
   2. face with no mouth.
   3. house with no windows.
   4. outdoor picture with sun, moon and a star in it.
   5. car with one wheel missing.
   6. Show art blobs and train the child for quick spontaneous responses of "it looks like...."
   7. Give the student a group of words, cards or picture cards in which a series pertains to a given subject and one is incongruous. Have the student select those that relate to one another - states, cities, nouns, verbs are possible categories.
   8. Require the student to find and explain misplaced punctuation marks, such as an exclamation mark at the end of a question or a question mark at the end of a statement.
   9. Have the child draw a picture with something missing; structure it at first; i.e., draw a house with something missing.

H. Play social studies games to match plants, animals, occupations, modes of travel to specific places - the desert, an island, hot or cold regions.

I. Assemble pictures of various machines and tools for different industries and help students understand how they are related; e.g., tools related to yard work - mower, edger, digging fork, rake.

J. Provide practice in drawing inferences or making predictions based on visual clues.
   1. Show a picture of a child at the window looking morosely out at the rain, and ask - "How do you think she feels? Why do you suppose she feels that way?"
   2. Show a partial sequential picture story. Ask children to tell about or draw what they think the final pictures will be to show the ending of the story.

VISUAL CLOSURE

Visual Closure is the ability to identify a common object from an incomplete visual presentation, and to anticipate and supply missing visual elements by utilizing contextual clues. Closure is related to disorganization, automatization ability and visual memory. Children with deficits in visual closure skills will experience great difficulty with structural analysis and will have difficulty utilizing context clues. Some children may lack prerequisite perceptual motor skills, or adequate speed of perception.

Remediating a visual closure deficit involves giving the child those experiences which help him to organize and integrate his visual field automatically to create a recognizable visual precept. It may involve the ability to fill in missing parts automatically, extracting the necessary parts from a distracting background; it may involve selecting the relevant parts from a visual field that includes irrelevant pieces or reorienting the pieces and putting them together.

Whenever possible, visual closure activities should be developed around letters, words and phrases since this is the most important school task to which visual closure is applicable. However, for the younger child, other forms of visual closure may be necessary as a preliminary experience to bringing closure to bear on reading material.

I. Symptoms or Behaviors Indicative of Visual Closure Dysfunction Experienced by a Child

- A. Tends to be disorganized.
- B. Experiences difficulty in learning words.
- C. Frequently lacks the ability to visualize.
- D. Has low word analysis skills.
- E. Has difficulty applying structural analysis skills or context clues.

II. Compensatory Suggestions

- A. Give direct help to the child by identifying the missing part of a picture and discussing how the missing part contributes to the whole.
- B. Use concrete objects: puzzles, magazines and pictures at the beginning of instruction.
- C. Trace objects then reproduce.

III. Remediation Suggestions

- A. For a child with extreme difficulty in visual closure it may be necessary to directly help the child identify the missing part of an object, and discuss how the missing part contributes to the whole.
  1. Start with magazine pictures cut into only two parts.
  2. Let child make his own jigsaw puzzle using enlarged photographs of himself.
  3. Let the child cut up his own name and later words he knows for reassembly.

4. Assemble the puzzle first for the child, remove only one piece for the child to replace, then two, gradually working up to a whole puzzle.
5. Trace around an object, e.g., scissors, pencil, book and have the child identify.

B. Distribute parts of a picture or word and have child select the correct closure from alternative choices.

C. Cut out objects from magazines and cut off parts of the object, e.g., leg off a table, tail from an animal. Have the child indicate what part is missing.

D. Have the student identify incomplete pictures and words by finding the completed model among several similar alternatives.

E. Put the incomplete figure on onionskin paper and have him superimpose it on the models.

F. Give additional clues by supplying additional parts of the unfinished figure.

G. Use verbal clues to call attention to existing parts of the incomplete figure.

H. Cover pictures and words and gradually expose to see how soon they can be identified.

I. Dot-to-Dot pictures. Encourage the child to indicate what the picture is before all the dots are connected.

J. Provide out of focus pictures in which each successive picture is more clearly in focus than the preceding one.

K. Have the child identify pictures with cracks in them or pictures on crumpled paper that has been flattened out.

L. Mix pieces of two jigsaw puzzles. Start with simple picture, e.g., an apple and an orange cut in half.

M. Place a picture beneath several overlays that block out some visual information. Remove one at a time until the child can recognize. Work toward recognition with the fewest possible visual clues.

N. Make up sentences with letters left out of some words for the child to decode, e.g., th_ d_g c_n r_n (vowels omitted).

O. Reading contractions involves visual closure since the child must "see" the missing letters to comprehend the word. Give lists of words with their contractions in a second column and have the child indicate the contraction for each.

P. The classified ad section contains numerous abbreviations which give experiences in visual closure.

Q. Present compound words in two columns. Have the child draw lines from one word to the part that goes with it to make a compound word.

R. A more difficult variation of the above is to present parts of words in two or more columns and have child draw lines to indicate which parts go together to form words.

sch ch l
tea oo er

S. Write familiar phrases, place names, or terminology peculiar to a specific content area, one word or one letter at a time. Have children see how quickly they can identify the correct phrase. (e.g., Once upon a time....)

VISUAL DISCRIMINATION

Visual Discrimination is the ability to discriminate between forms of words and symbols, and to perceive likenesses and differences between similar letters and words. It includes the ability to discern positional changes of the form as well as detail changes within the form. Keen visual discrimination is one of the chief factors in the successful perception and retention of words.

The ability to see likenesses and differences in one's environment is prerequisite to symbolic differentiation and interpretation as required in reading. Developmentally, a child comes to know an object because he interacts with it. He learns to visually identify objects by active manipulation. Basic educational programs should include opportunities to manipulate concrete objects and to indicate and comment on the details and differences perceived in the child's visual environment. Tracing, stenciling, and copying letters serves to integrate the visual with the graphic Gestalt of the letter of word.

I. Symptoms or Behaviors Indicative of Dysfunction

- A. Needs an extended examination of pictures or objects in order to discern likenesses and differences.
- B. Inadequate perceptual speed is characteristic. The child needs to examine all visual stimuli extensively and tends to perceive only one element at a time.
- C. Difficulty in selecting and relating the necessary identification signs inherent in a stimulus such as elements of "squareness" which allow for instant recognition of other squares regardless of size or position.
- D. Difficulty in comparing and contrasting newly experienced stimuli with each other or with deep-rooted, internalized schemata.
- E. Tends to approach each discrimination task as new or unusual.
- F. Disorganization may be characteristic.
- G. Frequently learns to read a letter or word in a given context, but fails to recognize this same word or letter when presented in a different context, script or type. Recognizes a given object, letter or word when presented in one context (as in a book) and fails to recognize it on the chalkboard. Also, fails to recognize the same word already seen in the previous sentence.
- H. Tends to confuse words that look alike.
- I. Tends to reverse letters and/or words in writing and copying.
- J. Has impaired size discrimination and depth perception.
- K. Has limited sight vocabulary, tends to experience extreme difficulty in word analysis.

II. Compensatory Suggestions

- A. Supplement visual information with tactile information.
- B. Develop a set of objects in various sizes, shapes, textures and colors for the child to experience and decide which and how they are alike or different.

C. Have child handle concrete objects to feel various parts and verbally describe the similarities and differences.

III. Remedial Strategies

A. Using concrete objects for discrimination:
   1. Provide frequent practice in sorting objects such as colored beads, blocks, sticks, and similar available objects.
   2. Have the child match the teacher's array or visual series using the above materials.
   3. Have the student point to smallest, the next smallest and so on.
   4. Increase the complexity of the task by adding other objects or by varying shape and color as well as size in the array as skill is gained.
   5. Provide the child with strips of paper of varying lengths. Ask the child to tell which of the two strips are longer, shorter - Group the strips according to length.
   6. Lay out four identical books, three facing in one direction and the fourth reversed. Have the child point out and comment on difference. Extend with paper, pencils, clips, etc.

B. Color Discrimination
   1. Have children group themselves according to color of clothing they are wearing. "Everyone with brown shoes stand up." "Everybody with a white shirt or blouse stand in group one, all those with blue stand in group two", etc.
   2. Give each child a piece of paper with a colored object (block) in one corner. The children search through old magazines for any object which is the same color as his target color. Cut it out and paste on his paper.
   3. Have the child point to or name all red objects in the room. Then all red objects in a picture. Vary color.
   4. Provide colored objects in pairs to be matched; e.g., red balls, blue kites, etc.
   5. Make a row of several objects of different colors (size, shape or texture); e.g., square, rectangle, circle, etc. Give the child a cutout of the same color (size, shape, texture) and have him match it.

C. Size and Shape Discrimination
   1. For younger children commercially prepared toys such as barrels, cubes or other geometric shapes are useful.
   2. Select a different shape from among three shapes, two of which are similar.

   3. Mark the shape that is different from the others.

   4. Draw geometric figures on the chalkboard and have the child match the correct card from several previously given.
   5. Present a series of different sized buttons; present a duplicate and have the child point out the match.

6. An easier variation of the above is to lay out a series of objects all but one of which is identical, and have the child select the one that is different.
7. Finding likenesses and differences in geometric forms.
   Find the squares.
   Find the largest circle.
8. Develop worksheets with examples of two or more geometric forms of various sizes. Indicate one form and have the child trace all the forms that are the same shape, not necessarily the same size, as the target geometric form. The tracing will help develop visual motor integration as well as visual discrimination.
9. Using various geometric forms have the child identify the one which is round, square, pointed. Later have the child group all the round forms, square forms, and so on.
10. Cut construction paper of various colors into squares, triangles, circles and oblongs. Use the flannel board to group the shapes according to form (color or size). The construction paper will adhere to the flannel board.
11. Spread one paper circle and one square on a table in front of the child, give him a square and ask him to find one on the table just like it. Repeat with each shape. Vary the combination of figures on the table.
12. Repeat the above using wireforms as models.
13. Ask "What is the largest object in the room?" "The smallest?" Measure with a yardstick and then with a ruler.
14. Trace around numerous objects with a pencil or magic marker. Show the drawings to the child along with the object and have the child indicate which object goes with its paper outline.
15. Use and teach the outlines of highway signs for shape discrimination. Teach pictures of the signs with their details.
16. Dairy product cartons ranging from less than a pint to a gallon can be useful in promoting size awareness and even shape discrimination. Filling one carton with contents from another can be both educational and motivating.

D. Provide practice in discerning likenesses and differences in pictures and designs. Make picture cards in sets of five. Have two pictures in each set identical. Give the child one of the identical pictures and have him search through the other pictures to find one exactly the same as the one given him.
E. Have the child sort objects or pictures and categorize them (apples, grapes, oranges are fruit).
F. Paste related items on tag board such as table-chair, knife-fork, button-shirt. Cut into two pieces and have the child match items that go together.
G. Take advantage of the potential for group work in diagnoses and remediation of visual discrimination difficulties through use of overhead or opaque projectors with commercial and teacher-made materials.
H. Use typewriters in providing visual discrimination practice. Show the child a letter of the alphabet and have him find and type it. Visual sequential memory, figure-ground discrimination and visual-motor integration skills can also be enhanced through exercises with the typewriter.

I. The Michigan Tracking Program provides exercises in visual discrimination in the following areas: Symbol Tracking, Primary Tracking, Visual Tracking and Word Tracking.

J. Reinforce the tracking exercises by developing similar activities using materials with which the child is working. The teacher designates a page in the reader. Place an acetate over the page and instruct the child to circle a letter or word that the teacher wishes to emphasize.

K. As a child gains facility in letter or word discrimination, don't overlook the potential of the newspaper. For example, have the child circle specified letters or words.

L. Letter and Word Discrimination

1. Letters that are spatially confusing are mastered through repeated tracing, and coloring cut outs. Use sandpaper, beaded, felt and wooden letters.
2. Provide practice in detecting sameness and differences in letters. Make tagboard letters. Place in groups of five. Give the child a letter and have him find an identical letter within a set. For example, give the child a c tagboard letter and show him the following set of cards: a f c e
   Have him identify a duplicate.
3. Make worksheets of increasing complexity - with a "target" stimulus and a row of letters. Have the child identify all figures in the row that are exactly the same as the target figure.

   s o s i u s e
   m m c o r m s

   Increase not only the complexity, but also work for increased speed of response.
4. Change the above task to promote continued interest; e.g., have the child put an "X" on the letters below the line that are the same as the letter above.

   d
   c a a d w d

   n
   o p n s x n

   Progress from letters which are grossly different to letters which are similar and confusing. Later the same progression can be used with words and finally phrases.
5. Place three letters in a row. Two of the three letters are alike. Have the child find the one that is different; e.g., a c a.
6. Make up worksheets for discrimination.

   a l d d a r Find the letters like the first letter.
   b p b d b b Find the letters that are different.
   r c n r r m Find the letters that are alike.
7. Match letters on cards. Place the letter over the same letter on the card.

   p d
   b q

   o w
   r p
8. Match letters in words. Place the letter over the same letter in the word.

   mat Place "m" over "m".

9. Match words. The child is given a packet of duplicate word cards. He is asked to match as many as he can in allotted time.

cat	cat
sat	mat

10. Capital and manuscript series: Present letter series requiring identification of the odd letter.
M M N M, m m n m
11. As the child's ability increases, use short words or letter combinations for discrimination activities. Be alert to location and type of error; i.e., error in the initial, medial or final positions, reversals, omissions, etc.
12. Basic word patterns: Present series (e.g., boy-boy-girl-boy) for pattern discrimination. Use known word list.
13. Cut-out letters can be useful in formulating words and showing changes in words; e.g., to make "put" become "pat" substitute or superimpose the letter "a" on the letter "u".
14. Make two sets of cards, one set with root words and the other set containing the root word with prefixes and suffixes added. Have the child match the words with affixes with the correct root word card.
15. Make lists of words in groups of two or more pairs for the child to match by drawing a line to the matching word; e.g.,

red	jump
ball	red
jump	ball

16. Increase the similarity of the words; e.g.,

hit	hat
hot	hit
hat	hot

17. A variation is to have the child match according to the endings, the beginnings or the interior details of the words; e.g.,

ran	hip
sip	hose
rose	pan

18. Later formulate lists with consonant blends.
19. A very common visual discrimination difficulty is the failure to attend to the interior detail of words. Much work will need to be done in this area; e.g., give the child individual cards with vowels and vowel blends and a worksheet of beginnings and endings for him to fill in with appropriate word interior.

20. Make several sets of rhyming words or group of letters which rhyme, on individual cards. Shuffle the cards and have the child put them into rhyming groups. Riddle Riddle Rhyme Time by Dexter Westbrook, may be used to follow the above activity.

21. If a child is having difficulty discriminating a specific letter or combination of letters, provide specific remediation activities; e.g., for difficulty with "ar" and "an" make up sentences for completion such as:
The man has a little red car can.
He ate an ar apple.
22. Use color coding to draw special attention to portions of words which the child is having trouble discriminating.

M. Activities and Games

1. Present rows, columns or randomly placed numbers, letters or familiar shapes that can be easily drawn and easily identified by a short phrase or a one word response. Have the children identify the shape or letter as you point. Vary the distance to the stimulus, the speed of response and the difficulty of discrimination required.
2. Use Lotto or Bingo games using shapes or materials varying in other dimensions.
3. Create various game boards. Interest and group participation are generated by gameboards resembling a race track, football field, cities with streets, blocks, etc. Have a child select a word or shape from a face-down pile. If he performs correctly (identifies the shape, says the word, etc.) he moves or retreats one space. Play continues until the goal is reached.
4. Flannel boards offer opportunity for variety in games and activities. The identification or discrimination of shapes, letters or words to be taught can appear to be a different task, when the background or surrounding visual array is changed. Thus, useful drill can be provided without creating boredom.
5. Card games such as "Go Fish", "Old Maid" and other matching games provide practice in visual discrimination skills. Instead of using regular cards make a set with letters or words, shapes, etc.
6. A modification of "Musical Chairs" can be entertaining and useful for discriminating shape, size, color, letters, etc. One child sits in the middle of a circle of children seated on chairs. Each child on a chair has a different card. When a card is held up, children with a card having the same aspect change seats while the child in the middle tries to get a chair.
7. "Fishing" is an old and useful game. Prepare cards with a metal clip attached. Divide the children into teams. Give the child a "fishing pail" with a magnet attached. When he "catches" a fish, he keeps it if he can identify the word correctly. The team having the most "fish" is the winner.
8. Make letters, numbers, words or other visual material on individual cards. Place the cards randomly on the floor. The child steps on the cards as the teacher names them. This activity is especially useful during periods of the day when movement is desirable. It is also excellent for role reversal, with the teacher stepping on the cards upon a child's command, "accidentally" making some mistakes for feedback.

VISUAL MEMORY AND SEQUENCING

Visual Sequential Memory refers to the ability to remember and reproduce (orally or motorically) a sequence of visual stimuli. In other words, visual memory ability reflects how well a child remembers what he sees. More and more studies point to a high correlation between visual sequencing ability and reading achievement. This is especially true for memory for letters. This seems logical since the perception of the sequential order of the letters within a word is essential if the child is to acquire the correct visual image of the word. If he sees then one time as "hten", the next time as "neht" etc., he is not obtaining the correct image. Faulty learning is taking place and memory is affected because he sees the word differently each time he encounters it.

I. Symptoms of Behaviors Indicative of Dysfunction

- A. Poor recall of what has been seen - cannot match or verbally recall objects removed or changed in the environment.
- B. Poor reading ability.
  1. Slow in learning sight vocabulary.
  2. Unable to identify known words out of context.
- C. Difficulties with following and retaining a visual sequence.
- D. Unable to maintain interest and attention during visually presented lessons.
- E. Difficulty storing and/or retrieving visual information.
- F. Difficulty with alphabet learning.
- G. Unable to recall from visual clues where he stopped in a book.
- H. Does poorly on written tests.
- I. Shows reversals in reading, spelling or copying.
- J. May be entirely dependent on phonics; laboriously sounds out the word, letter-by-letter, every time he encounters it.
- K. May be seen finger-tracing letters or words he needs to remember.

II. Compensatory Suggestions

- A. Present a vocal explanation with all visual aides so child can use the auditory channel.
- B. Reinforce visual memory with tactile-kinesthetic associations.
- C. Have the child express verbally what he sees as a means of providing auditory feedback.
- D. Give the child extra time and help in learning sequence in games.
- E. Make use of codes to assure left-to-right viewing of sequence.
  1. Green at the beginning, red at the end.
  2. X on left side of page.
- F. Allow the child to verbalize or trace visual stimuli in order to aid his memory.

III. Remedial Suggestions

These activities begin with short, easy tasks and become increasingly difficult as the student gains success in developing visual skills. In the beginning, have the child express a sequence orally to aid in remembering it.

A. Large muscle activities - Remedial exercises with the young child could begin with activities which involve large muscles. To avoid too much auditory feedback, these activities should stress visual patterns and should be done quietly by the teacher.
   1. Bounce a ball in a pattern (one bounce, two bounces, three bounces).
   2. Present a pattern of stamping feet, clapping hands or step, hop, skip, and have the child repeat it. A child should be capable of doing the single activities involved before sequencing is begun.
   3. Hand signals - Signals should be worked out, understood, and practiced individually before introduction to sequence - one finger held up, two fingers, and so on; a circle made with index finger and thumb. When a child can make these signals, the teacher patterns two or three and the child copies them in order.

B. Objects -
   1. Present a series of two or more colored blocks (or color chips, as in the Peabody Language Development Kit). Have the child view the blocks for a specified time, remove one block and place in a box with several others, the child finds the missing block.
   2. Same as above using objects.
   3. Have the child view six or more objects for about thirty seconds to a minute, remove and have the child name as many objects as he can. Place two identical sets of objects before the child and have him copy a designated arrangement.
   4. Arrange objects in a sequence - remove and scramble. The child rearranges in correct order. Some objects which may be used are geometric blocks, buttons, toys, sea shells, etc.
   5. Arrange objects with subtle differences. For example, toys which are alike except for color or a missing part; scramble and have the child rearrange.

C. Arrange dotted perception cards in a chalk tray. Briefly expose a model - remove and have the child point out the duplicate.

D. Briefly show a cut out object from a magazine picture; show a duplicate picture intact and have the pupil point out the original object.

E. Have the child look at an arrangement of pictures with association to the child's past experiences, scramble and direct the child to arrange them in the original order.

F. Same as above using pictures with no association to past experiences.

G. Vary the number of items which must be remembered or retained.

H. Vary the time the child is allowed to view the visual array.

I. Paste a series of pictures from any story book or nursery rhyme on separate cards. Tell the story pointing out the pictures in sequence as the story is told. Scramble the pictures and allow the child to tell the story as he arranges the cards in proper sequence.

J. Cut out and arrange different poses of familiar comic strip characters. Briefly expose the child to one duplicate. Have the child point out the duplicate.
   1. Cartoons have both a motivational and sequential value. Use a series of picture cards showing a story sequence and ask the child to arrange them in the meaningful sequence.
   2. Later, use comic strips with no words (which would help to arrange the pictures in sequence).

K. Place several objects on the reading table. Let the children view them. Ask one child to leave the room or cover his eyes and, while he is gone, remove one object from the table. When he returns ask him what was removed. Limit the number of guesses according to ability.

L. Some things which may be arranged in a sequence for the child to view, scramble and rearrange may include:
   1. Library books - choose several books which are simple to read, yet within the child's interest level. This may also be a means of interesting the child in reading some of the books for himself.
   2. Stars of graduated sizes or any other shape of various sizes.
   3. Flowers of all kinds.
   4. Animals: several sizes of the same animal or various animals.
   5. Fruits and vegetables.
   6. Alphabet blocks with different letters turned up.
   7. Coins: in descending or ascending order of value.

M. Show a rainbow. Then give strips of colored paper to the children for them to arrange in the sequence of colors in the rainbow.

N. Tic Tac Toe Frame
   1. Place "x" or "o" in two of the frames.
   2. Children look at the frame for count of five.
   3. Then erase or cover frame.
   4. Children must retain the visual image and reproduce exactly on paper.
   5. Continue increasing number of symbols.

O. The teacher draws a simple figure on the chalkboard. With eyes hidden, one child alters the picture slightly. The child who can correctly show how the figure is changed gets to make the next alteration. A variation is to occasionally make no change to see if the child can readily detect that no change was made.

P. Invite the child to play memory games with himself.
   1. Memorize license plates while going to and from school.
   2. Retell a television program he saw the night before.
   3. Recall what he had for dinner or breakfast.

Q. Exercises for improving visual memory of letters and words:

1. Draw a visual stimulus of a series of letters or numbers on the chalkboard. Erase it after the child has looked at it for a specified period of time. The child attempts to reproduce it.
2. Rearrange letters of the alphabet which have been scrambled. Begin with five letters and increase.
3. Describe letters and see if the child can visualize and identify what you are describing, e.g., "I'm thinking of a letter that has a stick pointing up and a circle at the bottom of the left hand side of the stick." A variation is to show a letter, remove and have the child verbally describe it while other children guess what the letter is.
4. Hand out letters on tagboard cards. When each child has received a card, the teacher shows a stimulus card with a word printed on it. The children who have the letters that spell the word then arrange themselves so that the cards they hold correctly spell the word.
5. Show a sequence of letters. Remove it. Ask a child to select the same sequence from several similar ones on the paper. Have letters of the alphabet on cards. Select a word and spell it while the child views it, then have the child reproduce it.
6. Place a set of two or more word cards along the chalkboard ledge. Print a word on the chalkboard which matches one of the cards, allow the child to view it for a specified period (e.g., five seconds) erase, have the child select the matching card.
7. Have the child look at a series of related (later unrelated) words, remove and see how many he can remember (orally report).
8. A variation of the above is to present short sentences and see if the child can remember exactly what was shown.
9. Have the child build words with individual cardboard letters.
10. Have the child locate and underline given words on a page of print.
11. Have the child reproduce words on a typewriter.
12. Provide many experiences in which the child is required to write or copy words.
13. Choose cards containing the reading and spelling words for one week. Flash these cards before the child quickly, three at a time. Have him repeat the three in correct order - increase according to the child's ability.

14. If a child has been trained in phonics, use phonetically irregular words like "though" to focus attention on visualization.
15. To emphasize visualization, have the child look at the word, trace it in the air, then say and write it.

R. Categorization. Write a subject heading (social studies) on the board. Under this, place pictures or words to match the subject (mountains, rivers, lakes). Do this with several subjects. Then remove the words or pictures and ask the child to place with right subject.

S. Use historical events and occasions. Have cards with such wording as Revolutionary War 1776, Civil War 1861, World War I 1917. Let the child view each one, then, ask him to place events in proper sequence.

T. Vowel sequence. Using simple words, omit "a" in first word, "e" in second, "i" in third, "o" in fourth and "u" in fifth. Have the child discover what letters are missing (m_ate, m_eat, r_ide, r_ode, t_ube).

V. Teach the child strategies to aid in visual sequential memory.

A. Rehearsal. Teach the child to rapidly review what he has seen before trying to reproduce it. Look at it, close his eyes and rehearse it, then look back to check image.

B. Group letters or words. Teach him to break into segments such as the first two then last three. This practice also aids in developing and using syllabication techniques for reading and spelling.

C. Use purposeful material.

D. Let the child verbalize the word or sentence.

E. Have the child copy the sequence.

F. Illustrate and encourage children to develop useful mnemonic devices to aid in the memory of information or the spelling of troublesome words. For example:

1. To remember the length of term served by U. S. Senators, think "U.S.S.S." for "United States Senators Six."
2. There is a ball in balloon.

INSTRUCTIONAL MATERIALS FOR THE REMEDIATION OF VISUAL DEFICITS

1. Academic Therapy Publications
   San Rafael, California 24901
   (a) Tinker Puzzles
   (b) Learning Systems

2. Basic Concepts Through Dance for Exceptional Children (Body Image)
   Educational Activities, Inc.
   P. O. Box 392
   Freeport, New York

3. Colored Beaded Alphabet Cards
   Touch Inc.
   Albany, New York

4. Continental Press, Inc.
   Elizabethtown, Pennsylvania
   Atlanta, Georgia
   (a) Independent Activities - Identifying missing parts
   (b) Visual Discrimination
   (c) Visual Motor Coordination

5. Developmental Learning Materials
   3505 North Ashland Avenue
   Chicago, Illinois 60657
   (a) Association Picture Cards
   (b) Color Association Picture Cards
   (c) Parquetry Blocks
   (d) Same or Different Proportion Cards
   (e) Ruth Chives Program
   (f) Sequence Pictures
   (g) Colored Inch Cubes

6. Dolch Cards and Word Games
   Garrard Publishing Company
   Champaign, Illinois

7. Educational Record Sales
   500 South Douglas Street
   El Segundo, California (Records)
   (a) Classroom Rhythms, Interpretive Rhythms
   (b) Creative Music for Exceptional Children
   (c) Developing Body Space Perception Motor Skills
   (d) Nursery Rhymes for Dramatic Play
   (e) Marching Along (Directionality)

8. Etch-A-Sketch
   Creative Play Things
   Princeton, New Jersey

9. Fairbanks/Robinson Program I
   Perceptual-Motor Development
   Teaching Resources
   334 Boyeston Street
   Boston, Massachusetts 02116

10. Finger Play Poems for Children
Finger Fun
Palfrey's School Supply Co.
7715 East Garney Blvd.
South San Gabriel, California

11. Frostig Materials
Follett Educational Corportation
Chicago, Illinois
    (a) MGL - Move Learn Grown
    Movement Educational Activities
    (b) Program for the Development of Visual Perception:
    Work sheets, workbooks for Pictures and Patterns -
    Beginning, Intermediate and Advanced.

12. Handwriting We Write and See
Lyons and Carnahan, Inc.
Chicago, Illinois

13. Instructo Wooden Alphabet Letters
The Instructo Corportation
Paoli, Pennsylvania 19301

14. Magic Mosaic Scope
Creative Play Things
Princeton, New Jersey

15. Magna-sized Jigsaw Family #SL110A
Educational Records Associates
P. O. Box 305
Fort Washington, Pennsylvania

16. Milton Bradley Co.
Springfield, Massachusetts 01101
    (a) Perception Task Cards
    (b) Beaded Pegs and Pegboards
    (c) Parquetry Blocks
    (d) Word and Sentence Builder

17. Michigan Tracking Program
Ann Arbor Press
Ann Arbor, Michigan 48104
    (a) Symbol Tracking
    (b) Primary Tracking
    (c) Visual Tracking
    (d) Word Tracking

18. Peabody Language Development Kits
American Guidance Service
Circle Pines, Minnesota

19. Perception Plaques #389
Creative Play Things
Princeton, New Jersey

20. Perceptual Communication Skills - Developing Visual Awareness and Insight
Instructional Materials and Equipment Distributors
1520 Cotner Avenue
Los Angeles, California 90025

21. Perceptual Training Kit - Title III Kit #2
Union Public Schools
Union, New Jersey

22. Reading Time - Professors and Teachers Aids, Inc.
P. O. Box 2040
Phoenix, Arizona

23. Riddle, Riddle Rhyme Time
Dexter and Westbrook Ltd.
Baldwin, New York

24. "Sound Hunt"
American Teaching Aids
La Puenta, California

25. The Judy Company
(a) Boy #216
(b) Girl #213
(c) Judy See Ques
(d) Judy Geometric Forms #736

26. Trac-a-Bits
(Manuscript and Cursive)
Zaner-Bloser Company
Columbus, Ohio 43215

27. Winter Haven Program for Perceptual Training
Special Educational Materials, Inc.
484 South Broadway
Yonkers, New York

28. Which Way? (Directionality)
Rand McNally & Co.
P. O. Box 7600
Chicago, Illinois

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8. Kerr - Phonics Handbook for Teachers.
   Pages 11 - 15.

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   Chapters 5 and 6.

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New York, New York 10022
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2. Learning Abilities
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Columbus, Ohio

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Boston, Massachusetts

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Fearon Publishers, 1967.
Belmont, California

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Adapt Press, Inc., 1973.
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Sioux Falls, South Dakota 57104

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DeHersch, Katrina and Jeanette Jonsky and William Langfard.
Harper & Row, Publishers, 1966.
New York, New York

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Natchez, Gladys.
Basic Books, Inc., Publishers.
New York, New York

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Academic Therapy Publications.
San Rafael, California 94901

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381 Park Avenue South
New York, New York 10016

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Distributed by Anna Gillingham
25 Parkview Avenue
Bronxville, New York

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Cohen, S. Alan.
Random House, Inc., 1969.
New York, New York

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SELF-ESTEEM:

IMPLICATIONS FOR THE CLASSROOM

CLASSROOM STRATEGIES FOR HELPING STUDENTS DEVELOP SELF-ESTEEM

No effective organization of remedial education strategies can be complete without serious consideration of self-concept theory and its relationship to academic as well as personal and social achievement.

Personality theorists, clinicians, social psychologists, sensitive teachers and other professionals who deal with human behavior have long shared a concensus of opinion that self-esteem is significantly related to both personal satisfaction and effective functioning. An increasing number of studies conducted in recent years offer evidence that self-esteem is a major contributing variable in achievement and in all human interactions.

Arthur W. Combs (The Helping Relationship Handbook, p. 118) has stated the primary principle of perceptual psychology: "All behavior, without exception, is a function of the behavior's perceptual field at the instant of behaving." The principle espoused is that people behave according to how things seem to them to be. A set of facts presented to a group of people can and usually does elicit a variety of reactions and responses because each person perceives the identical set of facts according to his personal frame of reference.

The "perceptual field" can be described as all the perceptions existing for a person at a given moment, and includes those at all levels of awareness from obvious reportable ones to those which are deeply imbedded and inexpressible. The variables affecting the organization of the perceptual field are:

1. The physical organism and the intactness of the sensory organs.
2. The exposure time to a stimulus as well as the time lived by the organism.
3. Opportunities the person has had to acquire meanings from his unique experiences.
4. The self-concept.

The inclusion of self-concept is based on the belief that behavior results from a person's perception of the situation and from his perception of self, with the self-concept being the single most important factor.

Self-concept is an abstract organization of ideas which an individual holds and customarily maintains with regard to himself; it is an evaluation of personal attributes and qualities and expresses an attitude of approval or disapproval; it indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. While abstract, it has a sense of absolute reality for the person and is who he is, becoming his basis of reality.

Once established, the self-concept acts as a frame of reference by which all experiences are understood, evaluated, and accepted or rejected. There is evidence (Coopersmith) to suggest that an individual's self-concept is usually established by middle childhood and tends to remain relatively stable for at least several years. Other authors concur as to the stability of the self-concept. Combs, et. al., report that unimportant aspects can be quickly changed or acquired, while changes related to values, attitudes or basic beliefs are more difficult to effect and occur slowly. Changes can take place, however, even in the central aspects of self-concept in the same way in which they were originally learned.

The self-concept is learned through the individual's interaction with the physical world and more importantly, through his interactions with significant persons. A person learns not only from what is said, but from how he perceives it. Much is learned in an incidental way from the general atmosphere or prevailing mood, or from covert indications of success or failure, approval or disapproval. The self-concept is formed not from the traumas of life but from the small, ordinary, often-repeated experiences.

Because the self-concept is learned, it can be taught and therefore changed in a positive direction. The best or more rapid results are obtained in childhood when one's openness to experiences is greatest and when the self-concept is not yet firmly established so that the selecting effect on new experiences is weaker. The parent, teacher and other professionals working to improve a child's self-esteem must be realistic as to the slowness of observable changes, so that he does not lose faith in his processes or give up too soon because of unwarranted feelings of futility. Teachers and other workers often become discouraged or frustrated in their efforts and begin to wonder if the short time spent with the child at school can have any real impact if he returns to an abusive, rejecting home or neighborhood environment over which they have no control. It is important to remember that, even if a teacher is working alone to improve a child's self-esteem, she really has no choice. The child cannot be rejected at school just because he is rejected at home. Each meaningful, positive experience is important. A single act may not, by itself, be enough but it is never futile. It becomes part of the cumulative experiences which will eventually be enough to bring about a change in the child himself and perhaps in other family members. The help received at school may enable the child to bring about changes in his outside world by altering his interactions with family members and others, and by altering his perceptions of himself and situations.

Two small vignettes may help to illustrate the possible effects of a single positive comment or attitude. The mother of a child seen at the Child Study Center reported to the staff an incident which had great import to her. Her daughter, a generally depressed, introverted child, was smiling with obvious pleasure while having her hair combed before school one morning. Since a smile was unusual for this child, the mother asked what she was thinking about that made her so happy. The child replied that, "My teacher said I did good work yesterday." One small remark gave that child and her mother a great deal of satisfaction and made such an impression that both began to look more favorably upon school and teachers. Another boy with serious learning problems, was picked up after school by his mother, a few days after he had been placed in a full-time learning disabilities class. On the way home, he turned to his mother with an air of wonderment or awe and said, "My teacher - I think she really likes me!" These rewarding experiences were obviously novel ones for both these children and while it will take many more similar ones before they really believe they are capable or worthy of being "liked", each of the teachers involved made an important contribution and a beginning in helping these children gain a more positive attitude toward themselves.

Dr. William W. Purkey, in his book, Self-Concept and School Achievement, reviews studies which indicate that student's difficulties in basic academic skills are directly related to their beliefs that they cannot read, write, handle numbers, or think accurately, rather than to basic differences in abilities.

Many adults have doubts about their ability to learn or to perform adequately in a particular area. Perhaps you have said things such as, "I always have trouble with math", or, "I can't draw anything." Stating a belief about ourselves in this way is equivalent to closing the door to our minds and relieves us of the responsibility of having to try, and thus, avoid risking failure. Alexandre Dumas stated this thought so beautifully when he said, "A person who doubts himself is like a man who would enlist in the ranks of his enemies and bear arms against himself. He makes his failure certain by himself being the first person to be convinced of it."

We behave according to our beliefs so that we <u>are</u> what we <u>think</u> we are; and what we think we are is largely derived from our interpretations of the feedback we get from other people.

It is not intended to oversimplify or seem to imply that a positive self-concept in every student would totally eliminate failure and defeat in academic subjects. We all realize that the causes of failure and the effects of the failing experience are complex, but the view a student holds of himself and his abilities is a continuous and central factor in his performance. Accumulative evidence suggests that there is a direct relationship between self-concept and scholastic performance characterized by continuous interaction with each factor influencing the other. This is really the concept upon which the Child Study Center was established - the demonstrated need of looking at all aspects of a student's life and striving to coordinate efforts to facilitate growth in both personal and scholastic areas so that each will positively influence the other.

Kephart reminds us that an organism's behavior is determined by environmental demands and that the human organism is called upon to make more complex, rapid and complicated adjustments than any other. People must develop and build-in a series of behaviors or activities capable of meeting the demands of the environment, and be able to intelligently and flexibly select an appropriate activity for each momentary need.

Normal development and learning assures that a person will acquire a series of alternative behaviors and gradually increase and refine his selective device, so that appropriate responses to various situations becomes more frequent. The learning which permits survival and adjustment comes through one's interactions with the environment.

The present environment of humans with its highly complex technological and social organization demands a wider and more complex configuration of adaptive behaviors. Today's child is expected to acquire more high-level learnings than ever before, and he is expected to acquire them rapidly and early. In order to meet the demands of the environment, a child must have opportunities to engage in a great deal of random experimentation and manipulation of his own body and of things in relation to his body. In this manner, he learns to match sensory data to motor data and builds an adaptive perceptual motor process for use in meeting future demands. Social or personal adjustment mechanisms are also acquired through environmental and person-to-person interactions.

Unfortunately, modern civilization has decreased the opportunities for children to do the necessary experimenting while increasing the number and level of necessary learnings. The result is that many children entering school lack the basic perceptual-motor and social skills which will allow

them to profit from formal educational activities. The development of a positive self-concept is difficult when a child is unable to cope with the personal and academic demands of the school environment.

The school environment is a very different one from the child's home and neighborhood environments and necessitates his acquiring new learnings which will allow him to function efficiently and happily in the school setting. First, a child must learn to operate in a schoolroom shared by many other children and adults. Although he may have functioned very well with siblings and relatives, he has probably never before been in the position of having to cooperate with so many persons in one setting. The ability to control and channel his emotions and behavior is essential to experiencing even minimal success with this first task of accomodation. The degree of external control required varies with the child. Some children from overly restrictive homes actually need more freedom, a chance to relax and learn to make choices. Most children, however, require strong structuring because they are unable to organize themselves physiologically or emotionally. This inability to adapt is not necessarily a willful act, but is frequently a matter of having to develop skills which were not previously required.

Because of the need for an operational structure, most schoolrooms are somewhat restrictive; thus one of our most difficult jobs is to prepare children to live in this environment without squelching their self-initiative. One fact frequently overlooked in our concern with the disruptive or withdrawn child, is that most children do learn adequate adaptive behaviors. This indicates that educators are effective in helping most children develop sufficient personal and social skills to adjust to the school environment.

A general suggestion for teaching control which is proving effective is to consistently reward or notice children who are spontaneously or unconsciously behaving well and to ignore misbehaviors as much as possible. This strategy works well when approval quickly follows the desired behavior and the behavior is specified.

The second skill necessary for adequate classroom functioning is to learn to adhere to a daily routine and to learn one's responsibility for making that routine useful. With the young child, this begins with basic self-care and housekeeping duties and progresses through conforming to rules and prescribed activities. Interacting with peers and adults and handling materials continues through all grade levels. Some thoughts to keep in mind in establishing these new learnings are: (1) these skills are usually accomplished best through direct teaching rather than by the discovery method; (2) in teaching daily routine, be direct rather than subtle. If Mary throws a block at Robert's head, use the straightforward approach of removing Mary or the blocks, without hostile reprisal, rather than saying, "Now, now, we don't want to do that do we." Mary obviously wanted to because she did, and whether she wanted to or not is not really the issue. The issue is simply that throwing blocks is a dangerous practice and is not done in this environment.

Third, children must learn to interact cooperatively. Most do eventually learn to interact by discovering the rewards and consequences of certain actions and by evaluating these results for use in formulating future actions or reactions. However, teachers can shorten the learning process and be a potent operant in the child's environment and should utilize the opportunity for demonstrating and teaching correct interpersonal behavior. Effective interpersonal feedback requires the teacher to be honest and let the child know when his behavior is unacceptable. This type of feedback can be provided in a non-punitive way if it is presented as the teacher's

concern and is combined with a demonstration of an alternative, acceptable behavior.

Fourth, children need verbal interaction with teachers along with demonstration of the desired behavior. So with Mary, you say "No more blocks for now because throwing them might hurt someone. Let's see you make something out of clay", while physically removing the blocks and relocating Mary. With an older child it might be, "Bob, you work on your part of the project by yourself today. I'm concerned that other committee members will be unable to complete their work if you continue to talk to them."

In summary then, we have said that teaching correct behavior, not punishing incorrect behavior, is the primary method to be used in establishing necessary control and routine practices. Specifying acceptable modes of behavior and using direct approaches to help students exhibit these behaviors is both effective and efficient. By maintaining a focus on behavior and the consequences of behavior without the use of threats or criticism, control can be maintained with a minimum of stress for everyone. The focus is on the behavior, not the person, in order that a child will learn to feel that unacceptable behavior at a specific moment does not mean that he is an unacceptable person. Establishing and maintaining discipline is a way of expressing a caring attitude. Firmness is not the opposite of warmth!

We have been talking essentially about control, which is one necessary facet in building self-esteem in students. The implicit point toward which establishing classroom control is directed, is that of establishing an atmosphere in the classroom which is conducive to learning, and capable of fostering the growth of positive self-concepts. A second major part of a healthy, productive atmosphere is a genuine feeling of warmth, acceptance and respect, which is communicated to each child.

In order to be in a position to provide a warm, accepting atmosphere which promotes the growth of a positive self-concept in each student, the teacher must view himself with respect and acceptance. Secondly, he must convey to his students confidence in their ability to perform. A student's perception of his teacher's evaluation of him plays a huge role in his perception of his own ability, and ultimately, in his performance. Finally, the obvious and vital factor in teaching is to avoid situations and attitudes which can instill negative self-concepts.

Five factors, in addition to control, have been found to be conducive to the development of positive self-images in students. Work which represents a challenge to the student is beneficial, if the degree of challenge is relevant to the student's ability.

Most students will respond to the challenge with a good effort especially if the teacher expresses her confidence in their ability to achieve with comments such as, "I know this is hard work, but I believe you can do it", or "Do the best that you can. I'll help you if you run into real difficulty."

Students must feel free from the threat of failure or at least free from the fear of suffering dire consequences if they should fail. They need opportunities to make meaningful decisions and to develop faith in their judgments. They must feel free to risk themselves by trying something new. Children should feel free to appropriately express an opinion which differs from the teacher's so that independent thinking is rewarded by acceptance and, thereby,

encouraged. Teachers can foster freedom by being supportive, by making the distinction between classroom mistakes and personal failure, and by avoiding unfair and ruthless competition among students.

An atmosphere of mutual respect is easily established if children are treated with respect. The teacher must genuinely feel that each student is important, valuable and able to learn if she is to communicate a feeling of trust and real regard. If the teacher truly values each student she will avoid words and acts which embarrass or humiliate him. She will also recognize the child's need to be heard. A child's concerns, problems and opinions are important to him and deserve a courteous hearing whenever possible.

Students are more apt to feel involved and responsible if they have had a part in the planning of programs, making the rules, and solving problems. Group planning for an activity, or discussion in regard to a specific problem can be done successfully even with very young children. If each child's suggestion is accepted and evaluated with equal regard, even if it is later rejected by the group, the thought is communicated to the child that he is a person of worth because his contribution was listened to and seriously considered by his teacher and classmates. He will also learn to accord respect to the ideas and opinions of others.

A warm, accepting atmosphere, in which the teacher communicates committment to individual students, enables each child to feel a positive attachment with his teacher who cares about him and what happens to him.

One way of communicating a sense of value to a student is simply to notice him individually in small ways. This seems so elementary as to be unworthy of comment but it plays a vital role in a child's feelings about himself and school in general, and is something that harried teachers can neglect if it has not become an automatic part of their teaching style.

Personal notice of a child can include things such as: (1) greeting each child individually in the morning and saying good-by at the close of class, (2) remembering birthdays, (3) noticing new clothes or a different hair-do, (4) finding time to make at least one personal contact each day with each student. In general, communicating a sense of worth can be done by just letting each child know that you are aware of his personal presence and that you are glad to have him there.

Finding time to accord each child some personal recognition has become extremely difficult since the demise of the self-contained classroom. In some schools each child may have as many as 4 or 5 teachers a day, and teachers may instruct 120 or more children each day.

While team teaching, homogenous grouping, and subject matter teaching may have advantages in terms of organization and the efficient use of teacher time, talents and energies; these practices tend to depersonalize the education process. Depersonalization occurs as the result of sheer numbers, more rigid time schedules and the teacher assuming a more narrow focus. Coupled with this has come systematized instructional programs which have resulted in more independent study by students with less direct teaching and, therefore, less teacher contact. Depersonalization is not an intended consequence of these new educational practices, but it is an ever-present danger of which all educators, and especially classroom teachers, need to be aware.

While communicating to each child expressions of personal worth and respect is more difficult under these circumstances, it is also infinitely more important. It has been suggested that we humans are at least 90% to 95% emotional animals. If this is even close to being accurate, the implication of the importance of the emotional atmosphere in the classroom is obvious and enormous. The teacher-child relationship is critical, especially to the learner. Students need some assurance that their efforts will be fairly evaluated in light of their abilities, and that their attempts or products will be appreciated and considered worthwhile. If a child's previous efforts have been met with ridicule, negative comments, or have been ignored, he may quit trying. Students are reluctant to put forth effort when failure is predictable. Unfortunately, many children in school become frustrated to such an extent they "give up" trying to become successful and develop a failure identity.

The total responsibility for the way a child feels about himself does not rest on the schools and teachers. Obviously, the parental role is enormous and a child arrives in school with an already partially-established concept of himself. However, the school can play a significant role in maintaining and strengthening the child's self-image, and in avoiding interactions and learning experiences which may negatively influence self-concepts.

Strategies have been presented for establishing a classroom atmosphere conducive to learning by setting up basic procedures for control and routine that will allow children and adults to interact and function efficiently. The critical importance of the emotional climate and the teacher-child relationship for facilitating learning has been stressed. Once these things are done, it is necessary to promote continued personal and academic growth by making sure that each child is successful in what he does. Some important factors related to academic success are frequently theoretically expressed but rarely practiced consistently.

We know that the focus should be on accomplishment rather than on mistakes since we learn we are able from success, not failure. Therefore, positive comments and praise should be more lavishly used than negative comments and criticism. Teachers can help students minimize the importance of mistakes by allowing them some penalty-free mistakes, and by demonstrating that everyone makes mistakes, even teachers. An effort should be made to give extra support and encouragement to slower students by recognizing success in terms of individual progress. Honest success experiences can be realized for even the slowest student if the tasks are clearly defined and clearly within his range of abilities.

Early and continued success in the basic reading skills is essential to future academic success. A major reason students experience a failure in learning to read is that "too much" is presented "too fast".

"Too much" refers to setting tasks which are too difficult for the student at that time. We see children who are receiving formal reading instruction every day who cannot yet discriminate differences and likenesses in objects and pictures, much less in letters and words. Also, children whose language development is extremely immature, are being asked to read and write words and complex sentences which are not even in their listening or speaking vocabularies. Reading and writing are the higher communication skills necessarily preceded by listening, understanding and speaking. If speech patterns are not already "built" into the student's linguistic repertoire, he is not going to be successful in attempting to decode those speech patterns in written form.

If reading material is "just talk written down", then it needs to come close to being the "talk" that is familiar to the child. The development of reading and language skills should complement each other, one reinforcing the other so that more rapid growth is achieved. When children continue to experience difficulty in reading, we need to take another look to be sure that we have gone back far enough, and that we are working to fill in the "gaps" in readiness skills or in the sequential ordering of skills upon which new learnings can be based.

"Too fast" means just that. We overload children, especially slow-learners or severely handicapped learners by giving too much at a time or by failing to provide enough practice. Time for review and repetition is necessary to insure overlearning and, thus, retention. Probably the most frequently heard comment in regard to children with severe reading deficits is, "He knows it one day, and the next day he doesn't", or "He cannot retain the words". Many times the reason for this is not that the approach being used is faulty or that the materials are necessarily inappropriate. The information is simply coming in too fast for the child to sequentially conceptualize, organize and retain the words and ideas. When the child is overwhelmed, confusion reigns and little is accomplished. The reasons for this happening are complex and multiple and include parental and administrative pressures for each child to achieve "average" grade level standards, as well as teacher aspirations and eagerness for everyone to be equally successful.

Another point related to success and feelings of accomplishment is the degree to which the student understands the purpose of each lesson. Often a child's failure results from not clearly understanding what the teacher wanted. This confusion could come about for several reasons:

a. The teacher may not have adequately defined for herself the purpose of the lesson and therefore could not clearly communicate it to the students.
b. The objectives may have been multiple, placing the learner in a position of having so many things to think about that he does none of them well. It may be wise to limit the task to one or two objectives, such as correct spacing between words for the day's handwriting instruction.
c. Failure can also result from the student's being evaluated on aspects of the task which have not been stated as being objectives. An imaginative, delightful creative story can result in negative feedback if it is graded or devalued because of careless writing or misspelled words.

One additional factor, specifically in regard to reading success and motivation, is to review the two main purposes for learning to read: Reading is a skill useful to the student to gain information and to obtain opportunities for pleasure and recreation. Many literate adults never come to appreciate the pleasurable aspects of reading and go through life doing only the reading which is necessary to the conduct of their lives.

The people who become successful readers will read frequently and widely. They may read to enjoy the beauty of the language, to weep through the tragedies and delight in the comedies, to be transported to past or future eras, to be caught up in an epic novel of another time and place, or to be challenged by new thoughts and different philosophies.

We need to guide students in gaining an understanding of the purposes for and the pleasures to be derived from reading. This should precede and continue throughout the actual program of reading skills development.

We all know that motivation is an internal function and that no one can motivate another. The teacher can, however, become adept and skillful in manipulating himself and the learning environment to make what he teaches seem to be self-enhancing to his students. He can provide the stimulus and make reading a rewarding experience. We need to give children reasons for reading that they can see and feel. This can best be accomplished by simply sharing and loving the literature with them to create a curiosity and a desire within them, and by making certain that reading experiences are successful from the beginning.

Opportunities for students' personal growth and academic achievement are enhanced in a classroom which has established firm but fair procedures for control, where the prevailing emotional climate is one of acceptance and mutual respect, and where each child experiences personal and academic success. Under these circumstances, a child can learn to value himself and others.

A summary statement in regard to the ways that our daily interactions with others affect their self-concept development, their learning and their lives, is taken from Abraham H. Maslow, in his book entitled Motivation and Personality.

> "Let people clearly realize that every time they threaten someone or humiliate or hurt unnecessarily or dominate or reject another human being, they become forces for the creation of psycho-pathology, even if they be small forces. Let them also recognize that every man who is kind, helpful, decent, psychologically democratic, affectionate and warm, is a psychotherapeutic force, even though a small one."

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